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ABSTRACT

A study was conducted to determine what the faculty at Assiniboine Community College (ACC), in Manitoba, Canada, perceived were major factors affecting their professional growth. A survey was developed and distributed to all 81 full-time instructional staff at ACC to obtain the data for the study. The data, based on responses from 55 faculty members, were subjected to t-tests for paired samples, factor analysis, and a stepwise multiple linear regression. The factors were grouped into five clusters: professional growth, logistical support, working environment, student issues, and external forces. The statistical analyses identified the following four factors found to significantly affect the faculty's professional growth: opportunities for advancement, policies and procedures, professional feedback, and staff development. In addition, statistical and content analyses of the data identified many factors where the faculty perceived significant differences between the existing situation at ACC and what they felt would be "ideal." Study conclusions included the following: (1) working conditions at the ACC were significantly different, usually worse, than conditions expected in the ideal situation; (2) faculty did show the negative attitude hypothesized in the study problem; and (3) a significant and negative relationship was found between several factors and the professional growth of faculty. Recommendations for addressing faculty concerns and data tables are included. Contains 42 references. The survey instrument is appended. (Author/TGI)

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Factors Contributing to Professional Growth at Assiniboine Community College

A project completed in partial fulfillment

of the requirements for the degree

Master of Education

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Abstract

The purpose of this study was to determine what the faculty perceived were major factors affecting the professional growth of the faculty. A survey was developed and distributed to the full-time instructional staff of the College to obtain the data for the study. The data were subjected to t-tests for paired samples, factor analysis, and a stepwise multiple linear regression. The factors were grouped into five clusters: professional growth, logistical support, working environment, student issues, and external forces. The statistical analyses identified several factors that were found to significantly affect the faculty's professional growth. In addition, statistical and content analyses of the data identified many factors where the faculty perceived differences between the existing situation and what they felt would be "ideal." Conclusions of the study were that (1) working conditions at Assiniboine Community College are significantly different, usually worse, than conditions expected in the ideal situation, (2) the faculty does have the negative attitude identified in the problem being examined, and (3) several factors affect the professional growth of the faculty in a negative manner. The study includes recommendations that address the concerns of the faculty, data tables, and the original survey instrument.

CHAPTER ONE

Introduction

For many years, community college instructors' primary responsibility was to ensure that their students were learning the subject matter that they were trying to convey. This in itself is a very difficult task. Narang (1992, p. 3) describes teaching in the following manner:

> "Teaching is a complex activity. Teachers have to organize the course content, plan for instruction, create an appropriate learning environment, provide out-of-class help to students, and assess student performance."

In another instance, Bunda (1990) outlines the following responsibilities of the college instructor related to teaching: subject matter expertise, organized presentation of subject matter, concern for curriculum relevance and coherence, informing the curriculum change process, developing curriculum support materials, mentoring students, and maintaining collegial relationships with fellow instructors.

While both of these descriptions are very accurate, teaching at the community college level has changed drastically in the past decade, and the instructor's role has expanded considerably. Recent changes have placed increased emphasis on the instructor's activities in and out of the classroom. In addition to their traditional role as the primary purveyor of knowledge, instructors are frequently expected to be involved in academic guidance, students' attitude development, mentoring, students' skills development, organization of student activities, committee representation, and service to the institution and to the outside community (Collins, 1986).

In order to ensure that college instructors can meet the increased expectations of both their employer and its student population, we must understand all of the factors that impact on their professional growth. This study undertakes to examine the underlying factors that affect the professional growth of instructors at Assiniboine Community College.

Background to the Problem

Assiniboine Community College was founded in 1961 as the Brandon Vocational Training Centre. It had a staff complement of two administrators and two instructors. Two courses were taught to 24 students. By 1966, the institution, renamed the Manitoba Vocational Training Centre, employed six administrative personnel and 18 instructors. The Centre offered 11 different programs to 300 students. In 1969, the school was renamed Assiniboine Community College. While the College still operates its main campus in Brandon, Manitoba, it has satellite facilities in Dauphin, Swan River, Russell, Neepawa, and several other rural communities in Western Manitoba. The College annually enrols approximately 1,000 students in 26 certificate and diploma programs, with an additional 9,000 students taking off-campus, community-based, and evening programs. The College's full-time programs are offered through six academic divisions: Agriculture and Rural Enterprise, Business, Health and Human Services, Office Administration, Technologies and Environmental Industries, and Trades. Presently, there are approximately 85 full-time instructors and 115 administrative and support staff on the College's payroll. These numbers do not include all of the part-time, evening and community-based program staff.

The primary mission of the College is described as follows:

> Assiniboine Community College is an innovative and accessible rural college providing education and training opportunities
>
> ◊ to enable individuals to acquire the knowledge and skills necessary for lifelong economic security and personal development and
>
> ◊ to contribute to dynamic and sustainable rural communities, competitive in the global environment.

The College is administered by a Board of Governors which reports to the Minister of Education and Training. Its mandate is to provide educational and community services to a large section of Western Manitoba. In addition, Assiniboine Community College is specifically identified by the provincial government as the only college in the province that is permitted to provide training in agriculture and related areas.

Like most post-secondary institutions, the vast majority of the funding for the operation of Assiniboine Community College comes from grants from the federal and provincial governments. In addition, many of the College's students are sponsored either by the federal Human Resource and Development department (formerly the Canadian Employment and Immigration Commission) or other agencies such as various Indian bands.

Over the past few years, Assiniboine Community College has undergone some radical changes. Of greatest significance is the process of academic renewal. Initiated by management in 1993-94, many of the underlying principles of the renewal process have had a direct impact on the daily work of the instructional staff. Amongst them: the

creation of common courses for the six academic divisions, "menuization" of many of the course offerings, modifying academic programming to include more employability skills, creation of integrated programming, altering the length of courses, and revision of the grading system to include grade point average calculations.

So many aspects of the academic operation of the College are affected by the academic renewal process that it could be argued that it is not a renewal process at all. The term renewal implies that old practices are being revitalized. But, many of the changes that have taken place are new to the institution. In fact, the manner in which the structures and practices are being altered suggests that the institution is being *transformed*, not *reformed* (Deal, 1992).

Another significant change at Assiniboine Community College is that the overall institutional philosophy places more emphasis on measuring student outcomes. While this shifting of focus is not new in the context of higher education, it is new to a college that was run for many years as another government organization. This emphasis on students' success, according to Herr and Johnson (1989), reflects a growing concern felt by colleges and universities for the social vitality of their programs and services. By emphasizing the importance of measuring student outcomes, the College is recognizing that the institution must be accountable to the community it serves.

The Problem

Given the history of the College as a staunchly bureaucratic operation, with little desire, or need, to change, the present efforts in the reorganization of the programs, and in restructuring of its administrative hierarchy are laudable. As with most change processes,

however, there is room for speculation on how the reorganization of programs and structure could be made in a more effective manner. The academic renewal process at Assiniboine Community College is no exception to this general observation.

In her writings on change, Lipp (1992) talks about how academic leadership must work with various constituents in a manner that recognizes and involves professional collaboration. The change process undertaken at Assiniboine Community College has shown some evidence of being a collaborative effort, albeit minimally so. Furthermore, in his discussions of transformational leadership, Leithwood (1992, p. 9) points out that "school administrators must focus their attention on using facilitative power to make second-order changes in their schools." This would tend to indicate that academic leaders must be more conscious of the fact that enacting change will be easier and more effective if those participating in the process are also involved in major decision-makings. Despite the College's claims to being an educational organization that is dedicated to academic excellence, and an open, empowering institution, much of the transformation being undertaken is legislated by the academic management of the College. Indeed, the faculty to date have not been given much opportunity for involvement in the proposed changes.

Compounding the problem of minimal faculty input into the academic renewal process, is the fact that many of the instructors at Assiniboine Community College seem to have a somewhat jaundiced view of the academic administration. The majority of the instructional staff at the College have taught there for more than ten years, and most, excluding the instructional staff in the trades areas (automotive, carpentry, *et cetera*), have at least one university degree in a relevant area. In comparison, most of the

administration, including all but three of the academic line administrators, have been in their positions for three years or less, and some either do not possess a degree, or the degree they hold is not relevant to their position. Further, few of the academic administrators have recent, or any, experience in teaching in a college setting.

In this context, the faculty members do not seem to have much trust or respect for the administration, and the administration seems not to appreciate the expertise of its staff and seeks little input from them. This unfortunate state of mind could have adverse impacts on the current revamping of the manner in which the College operates. To map the potential ramifications of the observed phenomenon, it is important to understand the current perceptions of the faculty at the College. An analysis of the factors that have an impact on the faculty may assist in efforts to determine how the change process can be made more effective.

With this in mind, approval to conduct this study was sought in the fall of 1994. In January of 1995, written approval to conduct this study was received from the administration of Assiniboine Community College (see appendix A).

The Purpose of this Study

This research study attempts to analyze the overall situation at Assiniboine Community College from the perspective of its instructors. Specifically, the purpose of the study is to provide some insight into how the faculty of the College views the professional climate in which they work compared with that they feel should exist at a community college. The professional climate is a significant determinant of the faculty's job satisfaction, which, in turn, is directly correlated with the performance of their duties.

Understanding how the existing conditions differ from those that the faculty feel should exist provides an idea of what needs to be done to ensure that the professional climate fosters vitality, job satisfaction, and, ultimately, performance. In line with this train of thought, three questions will be addressed:

1. What conditions at Assiniboine Community College are significantly different than conditions in an ideal college setting?
2. What impact do identified factors have on the professional growth of the instructional staff under the existing conditions at Assiniboine Community College?
3. What impact would identified factors have on the professional growth of the instructional staff should they teach in ideal conditions?

Factors Related to Professional Growth at the College

In order to answer the questions being posed for this study, consideration must be given to the factors that are felt to have an impact on the work of the faculty at Assiniboine Community College. And, as will be argued later in this paper, attention must be directed towards determining the factors that have an impact on the professional growth of the faculty. Understanding the manner in which specific factors impact on the work of the College's instructional staff provides the opportunity to more fully understand and appreciate the perspectives of the faculty. In addition, determining the significance of the impact that identified factors have on the faculty at the College provides the opportunity to understand why some of the noted differences between the faculty and the College's administration exist.

The primary areas that have been identified for examination in this study are professional preparation, logistical support, and the working environment. These areas are significant because they have a direct impact on the faculty, their work and their potential growth. More importantly, they are determined or controlled either by the individual or the institution.

Factors that are felt to have an indirect impact on the work of the instructional staff will be considered as well. These contextual factors are focused in two areas: student issues and external forces.

For the purposes of the present study, **professional preparation** is defined as the personal and professional attributes that the individual instructor possesses. To meet the responsibilities that a college instructor has, the individual must possess certain characteristics that make the teaching/learning process possible. In this study, factors associated with professional attitude, knowledge, and recognition of professional upgrading are examined.

Professional preparation is important to a college instructor because the primary function of the position, enabling the teaching/learning process, requires certain skills, abilities and attitudes. In the context of this study, the professional preparation of the individual is important because it is the only primary factor that is largely individual in nature. While one component of professional preparation, recognition of professional upgrading, relates to the institution, the other two, professional attitude and knowledge, are contributed by the individual faculty member.

The second primary area that is examined in this study is **logistical support**. In the college setting, logistical support is the physical and material support provided so that the instructor can perform the various duties that are required by the position. Factors being considered that comprise the logistical support area are the availability of instructional materials, adequacy of equipment, and facilities.

The success of the teaching/learning process is partially determined by the resources available. In order to perform the various tasks necessary for facilitating the learning process, instructors must have the appropriate materials and facilities to support their involvement in all facets of their work. This factor is almost completely institutional in nature, for it is the institution that provides the facilities and equipment and helps to ensure the availability of instructional materials.

The **working environment** consists of the intrinsic and extrinsic conditions that comprise the institutional atmosphere in which the instructor works. Factors constituting the working environment are: class sizes, official feedback, job autonomy, job complexity, morale, opportunity for advancement, policies and procedures, recognition and reward, satisfaction with college operations, satisfaction with management, schedule, staff development opportunities, unrelated workload, and working relationships.

College instructors are directly affected by the working conditions in which they must fulfill their roles as the educators of the college's students. In this regard, the working environment greatly contributes to the effectiveness of the instructional efforts. In the context of this study, then, these factors are seen to have a major impact on the overall situation.

In addition to the primary factors being considered, factors that have a contextual effect on the role of the instructor are included in this study. These factors, relating to student issues and external forces, may influence the daily function of the instructor.

The effectiveness of the teaching/learning process is partly influenced by the students involved. Because the success of the institution, and each individual faculty member is measured by the success of the students, factors that pertain to the student population must be considered. Among those factors considered here are the academic preparation, attendance, demographics, expectations, and work ethics of the students.

The involvement of the outside community in the institution is also felt to be important to the daily function of the faculty at a community college. Indeed, in many instances, external forces have a direct impact on the operation of the college and its various programs and services. For this reason, some external forces that are felt to have an impact on the college faculty are included as part of this study. These forces are community support, funding levels, and government initiatives.

All of the factors that have been identified are felt to directly affect, to some extent, the fulfillment of the role of the instructor within the institution. An understanding of their impact, if any, on the overall situation provides further insight into how each factor influences the institution in general, and each faculty member in particular.

Importance of the Study

This study is important in that it attempts to fill an existing void. To date, few studies have been conducted to analyze the professional growth of Canadian community college faculties in general, and Assiniboine Community College's faculty in particular.

Analyzing various issues that may be identified by its instructors as being detrimental to their work, as well as their professional growth, is important to the College in three ways.

First, it provides the faculty with the opportunity to offer their perspective about the professional climate in which they work, with the hope that the administration may understand their situation more than they do at present. It also provides the faculty with the opportunity to reflect on their own role and involvement in the institution, which may provide the impetus for individual faculty members to identify ways in which they can improve their working environments.

The individual faculty member often has the same teaching assignment year after year. Describing the monotony that college instructors can face, Armour, Caffarella, Fuhrmann, and Wergin (1987, p. 5) point out that "faculty members are perhaps in the only profession in which the most qualified people perform the same tasks they did when they entered the profession." With no real variety in their everyday duties, many instructors may become professionally stagnant. One way to alleviate the monotony that an instructor may feel is to ensure that professional growth activities are part of the instructor's role.

Another concern for faculty members is feeling professionally "burned out." This symptom, as described by Altshuler and Richter (1985) is where an instructor feels a complete sense of failure and loss of pride from being in the wrong career too long, with no prospects for change. Often, conditions surrounding the instructor's work are significant determinants of the level of "burn-out," or loss of vitality, that an instructor feels (Alfred, 1986) (as cited in Happ & Yoder, 1991). Because the instructor is important

to the success of the teaching/learning process, working to ensure the vitality of the individual instructor helps to ensure the success of the institution in its mission. Experiencing professional growth helps to ensure the vitality of the individual instructor, which benefits the institution.

There are many goals of professional development for college instructors, and indeed any teachers. Some examples, to name a few, are: continuous improvement of their teaching abilities, ensuring that they remain current in their field, and improving communication skills. Among others, these aspects of professional growth help to make a better instructor, which, in turn, helps to ensure the success of the students' learning. Ensuring that the professional growth of the faculty is uninhibited, then, helps to ensure the success and relevance of the program delivery at the College.

Since many of the changes being implemented must be acted upon by the faculty, the effectiveness of the change process depends on the commitment and participation of the faculty (Mansfield, 1990). As Fullan (1991) points out, change is a process, not an event. Changes of the magnitude that are happening at Assiniboine Community College certainly will not happen in an instant. And, they may not happen at all if those that must carry them through are not satisfied that the proposed changes are either necessary or beneficial.

The faculty is a well-educated, highly talented group of professionals that is a valuable resource to the College. Indeed, Ramsey (1982, p. 1) stresses the importance of the faculty to the institution with the following comment:

> "The faculty of an institution is one of its most necessary and important resources. It is the faculty that reflects and transmits the goals of the institution. It is also largely responsible for the quality and vitality of the college."

Involving the faculty in the change process, and valuing their input, then, could be an effective way to ensure that desired changes are implemented successfully. By understanding where, how, and to what extent they can be involved in the change process, and encouraging their involvement, a new aspect of their professional growth takes place. This sense of ownership helps to make the overall process more effective. If the view that Assiniboine Community College is being transformed, not reformed, is accepted, the success of the change processes depends on how much effort is put into ensuring that everyone works to bring about the desired changes. Since very few educational institutions have been transformed successfully (Deal, 1992), perhaps every effort should be made to actively involve all of the stakeholders in the process. Otherwise, its success may be quite limited.

Second, the priority of the community college system in Manitoba is training students for employment (Dennison and Levin, 1988). To fulfill this mandate, the administration at the College has taken the stance that the College must become more responsive to its clientele, and ultimately, more accountable to the community that it serves. According to Bunda and Delene (1991), then, the College administration has recognized that higher education is a market-driven service industry, whose success is measured by the quality of its product — in this case, education and training. As a major determinant of how well the College educates its students is its faculty, the current status of the teaching staff and the psychological orientation to professional growth remains a major concern for the institutional well-being.

Like most colleges, the faculty at Assiniboine Community College has been there for some time, and there is a large group of instructors that will be eligible to retire within the next five to ten years. As Kelly (1990, p. 4) notes, "if midcareer faculty decide to retire early, or decide to leave higher education, colleges could be facing more severe faculty shortages than predicted." However, if midcareer instructors choose to remain in their positions until retirement, the College could conceivably be faced with the situation where many instructors are professionally stagnant for up to a decade. In either case, it is in the College's best interests for the administration to proactively work to ensure the professional growth and vitality of the faculty.

Understanding the perspective of the College's faculty provides the administration with a very good opportunity to reflect on their efforts. The administration can critically examine their own roles in establishing the institutional climate, as well as the role that the faculty plays in the College's overall mission. In this way, the understanding of the situation from both positions allows the administration to take any steps they feel are necessary to ensure the success and vitality of the institution.

An analysis of the overall situation from the faculty's perspective, then, could help the administration to understand the needs of its instructional staff. By understanding the faculty's needs, the administration can work with the faculty to ensure that those needs are met.

Finally, this study is important to the institution. In the present climate of fiscal restraint and retrenchment, it is imperative that the College's operations are as efficient and effective as possible. An understanding of the faculty's perspective provides an opportunity to further analyze organizational strengths and weaknesses so that

institutional aims can be met. Evidently, the success of the institution is, and will be, measured by the degree of success attained by its students. And faculty members play a major role to this manifested end.

Scope of this Study

This study analyzes the professional climate and growth potential for instructors at Assiniboine Community College. It does not purport to be a generalized analysis of community colleges. Further, since it only analyzes data collected from full-time instructors, the results may not necessarily be indicative of the situation for the College's part-time instructional staff. Finally, while this study investigates numerous factors to determine the significance of their impact on the performance and professional growth of instructors, there are inevitably factors that also have an impact not being investigated.

Outline of this Study

This chapter of the study has described the background to the problem, the problem being investigated, the purposes of performing the study, the importance of the study, the scope of the study, and identified the factors being examined.

Chapter two of this paper provides a review of literature related to the institutional climate and its effect on professional growth of college instructors. In addition, various research studies and other works pertaining to the factors identified in this chapter are discussed.

Chapter three discusses the methodology that was used to perform the collection of data for the research part of this study. It also describes the theoretical model used, and examines the survey instrument that was developed.

Chapter four presents the findings of this study. It provides a statistical analysis of all of the data collected, and also contains a content analysis of the data collected. Finally, this chapter presents a discussion of factors that are found to significantly affect the professional growth of the instructional staff at Assiniboine Community College. Included in this section is a discussion of actual comments that were submitted by various faculty members.

The final chapter, chapter five, presents a summary of the entire study, and provides some conclusions about its findings, as well as some practical suggestions to address any significant findings.

CHAPTER TWO

Literature Review

This chapter presents a discussion of the literature that was reviewed in the process of preparing this paper. While the reasons that professional growth is necessary are discussed, particular attention is devoted to studies that identified institutional factors that have been determined to have an effect on the job satisfaction and vitality of faculty members.

Reasons that Professional Growth is Necessary

Recognizing that the purpose of professional development for community college faculty members is primarily to ensure that they continue to provide the best opportunities possible for students to learn, three reasons why professional growth is necessary were identified by the literature.

Studies by Baldwin and Blackburn (1983) and Falconer (1991) both note that, while faculty members are presumed to be current, relevant, and effective when they start teaching, it cannot be presumed that they will remain effective as instructors. Making note of the importance of this situation to colleges and universities, Baldwin and Blackburn (1983, p. 5) make the following comment:

> ". . . it is necessary for institutions to monitor their productivity and human resource needs on an ongoing basis in order to assure that they derive maximum benefit from their faculty members."

A second reason given for the need for professional growth is the changing demographics of the student population. College students of today are older and less

academically prepared than students in prior years (Bishop-Clark & Lynch, 1992; Cohen, 1987; Cross, 1986), which provides a new challenge for college instructors. New ways of facilitating the teaching/learning process may need to be learned, a better understanding of the students' life circumstances may be required, and new methods of interacting with classes where many ages and capabilities are represented may be essential to successful teaching and learning.

The final reason identified in the literature is perhaps the most important. Many studies have concluded that increased stress breeds loss of vitality, which hinders job performance (see, for example, Armour, *et al.*, 1987; Gmelch, 1987; Kelly, 1990; Seldin, 1987), while others have indicated that job satisfaction affects job performance (for example, Baldwin & Blackburn, 1983, 1983; Carleo, 1988; Happ & Yoder, 1991; Kelly, 1990, 1991; Ramsey, 1982; Slark, 1990). The key link between these studies, is that all of them identify personal and institutional factors that directly influence the level of satisfaction and vitality felt by the faculty. And, in many cases, professional growth and revitalization strategies are seen to be important in increasing levels of job satisfaction and vitality experienced by faculty members (see Baldwin & Blackburn, 1983, 1983; ERIC, 1988; Gmelch, 1987; Happ & Yoder, 1991; Kelly, 1990; Nelsen, 1983; Piland & Frase, 1992; Seldin, 1987).

It seems important, then, that college instructors continuously upgrade their knowledge, technical skills, teaching methodologies, interpersonal skills, and any other abilities and characteristics that help them to remain effective as instructors. The actual

amount of growth experienced depends, in part, on individual traits of each faculty member.

Several factors relating to the individual faculty member have been identified as significantly affecting the level of growth, job satisfaction, and vitality that is experienced. Amongst them, each individual's age, career objectives, career satisfaction, commitment to growth, gender, job affect, level of education, stress level, and values and norms (Baldwin & Blackburn, 1983; ERIC, 1988; Happ & Yoder, 1991; Ramsey, 1982; Tucker, 1990). As Mott (1994, p. 158) states, however, "individual commitment to change by employees alone will not produce significant professional development." Thus, it also seems important that the institution proactively encourages the professional growth of its faculty. This feeling is emphasized with the comment that "the vitality and effectiveness of a college or university is directly linked to the quality, resourcefulness and vigor of its faculty members." (Baldwin & Blackburn, 1983, p. 5)

In an argument for encouraging colleges to promote faculty vitality, the Commission on the Future of Community Colleges (1988) (as cited by Kelly, 1990, p. 47) notes that

> The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, we affirm that it is only good sense that the investment should be helped to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect.

The institutional atmosphere either encourages or discourages the professional growth and vitality of the faculty. Recognizing the importance of the faculty to the success of the college, Nelsen (1983, p. 82) concludes that it is essential ". . . to create a climate on campus that promotes continuing renewal of our most important resource,

faculty." It seems appropriate, then, to analyze studies that have examined the factors associated with the institutional climate, and their effect on vitality and job satisfaction.

Factors Associated with the Institutional Climate

Many studies have been done that analyze the factors that are felt to affect the job satisfaction and vitality of community college faculty members. This section discusses the factors that have been discussed in some of these previous studies.

Several studies, among them those summarized by ERIC (1988), Gmelch (1987), Piland and Frase (1992), and Seldin (1987) determined that administrative attitudes towards recognition of the individual's needs had an effect on job satisfaction.

Logistical support factors were also found to significantly affect the vitality of college instructors. Carleo (1988), ERIC (1988), Gmelch (1987), and Happ & Yoder (1991) have all reported that logistical support factors like availability of instructional materials, adequacy of equipment, and physical facilities play a role in the ability of college instructors to teach, as well as their overall job satisfaction.

The most influence that the institution has on the vitality and job satisfaction of its instructional staff is determined by factors associated with the working environment. Thus, the working environment has been the focus of most of the attention by various studies.

Studies by numerous authors have indicated that there are a number of sources of stress and dissatisfaction. Some relate to the job, while others relate either to the institution as a whole, or the administration.

Stressors that specifically relate to teaching are: the amount of autonomy that exists, class schedules, job complexity, student issues, time pressures, and workload demands (Armour, *et al.*, 1987; Baldwin & Blackburn, 1983, 1983; Bishop-Clark & Lynch, 1992; Cross, 1986; ERIC, 1988; Gmelch, 1987; Happ & Yoder, 1991; Piland & Frase, 1992)

The factors that contribute to job satisfaction and vitality from the personal gratification point of view are: opportunities for advancement within the organization, administrative attitudes towards recognition of, and rewards for, excellence and innovation, satisfaction with the management, working relationships with colleagues, presence (absence) of job autonomy, evaluative procedures, and professional development opportunities (see Baldwin & Blackburn, 1983; Carleo, 1988; ERIC, 1988; Gmelch, 1987; Johnson, 1989; Piland & Frase, 1992; Satterlee, 1988; Seldin, 1987; Whitman & Roth, 1990).

Finally, institutional factors like funding for growth activities, governance style, involvement in policy-making, job security, leadership style, and working conditions were examined to determine any effect they might have on job satisfaction and vitality (see Baldwin & Blackburn, 1983; Davis, 1984; ERIC, 1988; Gmelch, 1987; Happ & Yoder, 1991; Johnson, 1989; McKee, 1990; Nelsen, 1983; Ramsey, 1982; Satterlee, 1988; Whitman & Roth, 1990).

As can be seen, numerous studies have been done to determine the effect that identified factors have on the job satisfaction and vitality that are experienced by college faculty members. It has also been shown that job satisfaction and vitality are directly correlated with job performance. Despite the fact that many of the studies mentioned here

talk about the relationship between job satisfaction, vitality, and professional growth, very little research has been found that examines the relationship between the factors identified and the professional growth of college instructors. Further, there is a paucity of data about the situations that faculties face in community colleges in Canada. This study attempts to provide the missing link between institutional factors and professional growth. It is felt to be important to Canadian community colleges because most of the existing data relates to colleges in the United States, where philosophies and backgrounds are quite different than here in Canada.

Summary

In summary, many studies have indicated that a number of factors — among them, working conditions, opportunities for advancement, morale, teaching schedules, logistical support and recognition of their efforts — have a direct effect on the job satisfaction and vitality of college instructors. To fill an existing void, this study analyzes the effect that institutional factors have on the professional growth of faculty members at a Canadian community college. The next chapter discusses the methodology that was used for this study.

CHAPTER THREE

Methodology

This chapter discusses both the conceptual model and the methodology used for this study. Included in this discussion is the theoretical model used, the sample population, the process used for data collection, the survey instrument used, and the methods used to analyze the data.

The Theoretical Model

Three clusters of factors have been selected for this study based on a review of studies (as discussed in the previous chapter) as they have been found to have a significant effect upon faculty members at other institutions. The professional preparation of an individual prior to becoming an instructor is a contributing factor to professional growth since it determines the starting point for the growth process. The amount and types of growth needed are partly based on prior education and experience. The individual's professional preparation also determines, to some extent, how successfully they meet the challenges associated with their positions. The instructor must possess the skills and knowledge necessary to facilitate the teaching/learning process. In addition, because the position requires other duties like academic guidance, and attitude development and mentoring of students, the professional attitude of the instructor is also an important determinant regarding the level of success the individual will have in fulfilling the various duties associated with the instructor's position.

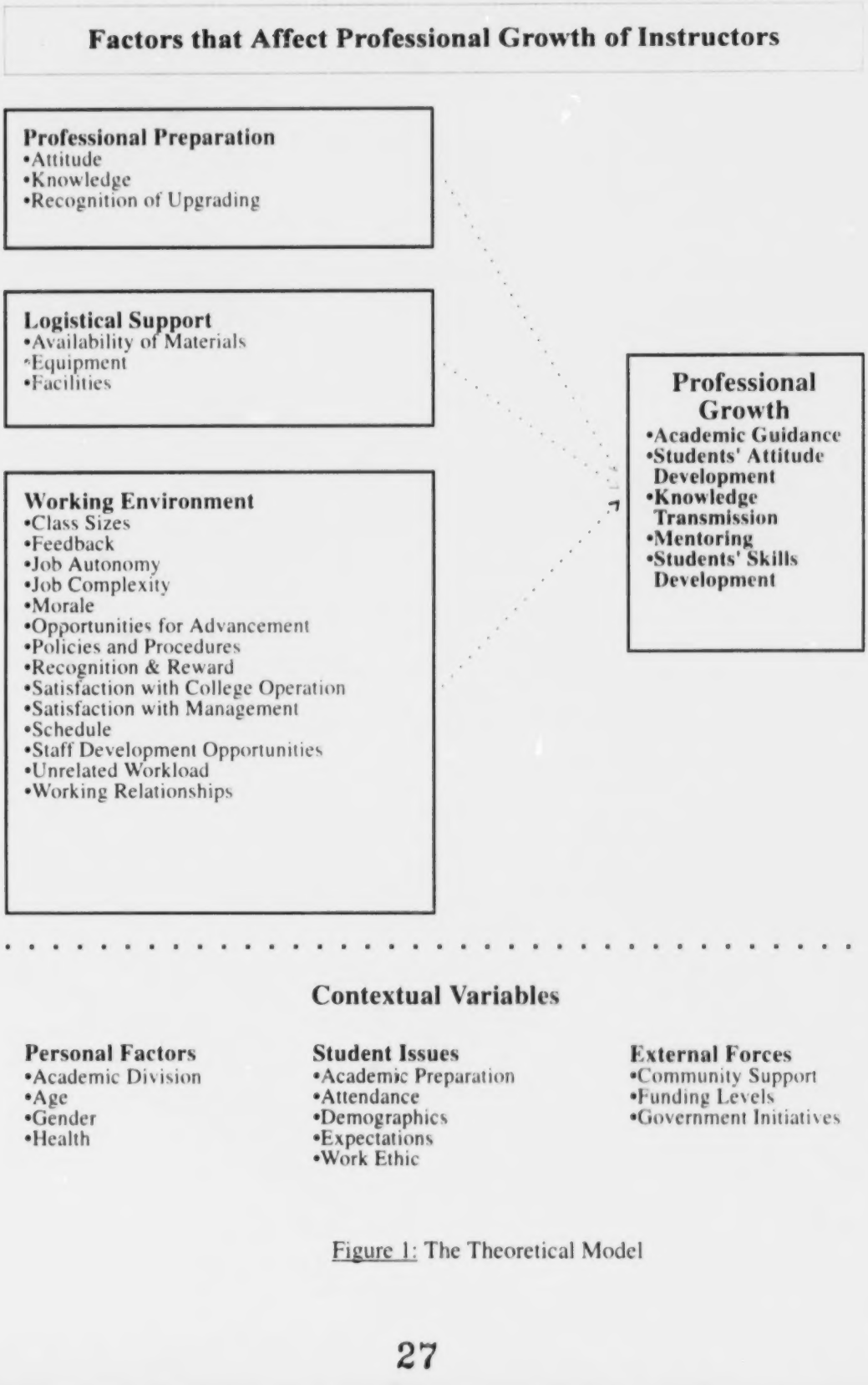


Figure 1: The Theoretical Model

The continued success of college instructors depends on their ability to adapt to changing times. Seeking new knowledge, acquiring new skills, accepting change, and being willing to adapt to new philosophies and job requirements are important ways that instructors remain effective. To this end, both the faculty members and the institution must recognize the importance of professional upgrading. In these ways, then, professional preparation and growth are directly related to the ability of college instructors to satisfactorily perform the duties expected of them.

The logistical support that the institution provides also has a direct effect on the professional growth of the instructor. The physical facilities, such as classrooms and laboratories help define the learning environment, which partially determines the success of the teaching/learning process. Facilities such as offices and other workspaces also affect the instructor in such activities as lesson preparation, curriculum development, and academic counselling of students. Finally, the teaching/learning that takes place is also affected by the availability of materials and the adequacy of the equipment being used. If the equipment is either inaccessible, or inoperable, or instructional materials are unavailable, various activities can not be done as effectively, thus compromising the students' learning.

In order to remain effective, the instructor must develop new course materials, keep pace with technological changes, and find new ways to improve students' learning. But, any efforts by the instructor to improve students' learning through the use of new techniques, better supporting materials, or more advanced technology may be stymied if the institution does not provide adequate logistical support.

A faculty member's professional growth is also affected in several ways by the working environment. Firstly, an instructor's ability to facilitate the teaching/learning process is compromised by such things as a busy schedule, too many demands to perform other unrelated duties, or, large class sizes. Similarly, these conditions can also inhibit the ability of the instructor to improve methods or materials used in the teaching/learning process, since time constraints would limit the amount of time available for course and lesson development.

Second, professional growth is affected by the job satisfaction that is felt. So, the faculty member's morale, level of satisfaction with either the institution or management, the quality of their working relationships with colleagues, or other such factors may enhance, or detract from, the individual's desire to participate in growth activities. This, in turn, limits the individual's ability, willingness, or both, to adapt to the increased expectations of the institution.

Third, the professional growth of college instructors is affected by the manner in which they are treated by the institution. Knowing that instructional excellence is recognized and appreciated, that opportunities for advancement exist, or that their input into policies and procedures is wanted contributes to feelings of self-worth and overall satisfaction with the institution. If the faculty member feels that an internal rate of return exists for any professional growth that occurs — some benefit will be gained — participation in growth activities is more likely. This is also important to the institution, since it increases the likelihood that its expectations will be met.

Finally, the professional growth of an instructor is influenced, in part, by the need to develop, and the opportunities available. If the instructor's position is one that requires a great deal of independent work (job autonomy) using many skills and aptitudes (job complexity), there may be special needs for professional growth. Or, professional feedback may indicate where growth is necessary. But, if staff development opportunities are not available, there is insufficient feedback, or no new skills are required, the professional growth potential of the individual is limited.

Some contextual factors also affect the ability of college instructors to adapt to their changing roles. Changing student demographics over the past few years have been of particular significance to college instructors. Many of today's college students are older, less prepared academically, have different expectations, or have other concerns that divert their attention from their studies. All of these situations have the potential to affect the teaching/learning process, and, ultimately, the instructor. The instructor must be capable of adapting to various changes in the student population by such means as modifying instructional methods, understanding the students' personal strengths and weaknesses, or providing more practical activities to enhance students' skill development.

Various external forces also impact on the instructor's role in the institution and the individual's adaptability. The community's support through cooperative education and work experience programs, advisory committees, or even financial support can have an effect. This is especially true for programs that rely heavily on these types of support. Other factors, such as government initiatives are also thought to affect the instructor's role. This is evidenced where programs to be offered by the institution, and the curricula in those programs, are determined by an agency of the government. In such cases, the

instructor may be required to learn new skills or acquire new knowledge in order to be able to facilitate the teaching/learning process effectively.

It can be seen, then, that there are many factors that can mitigate the professional growth potential of college instructors. While some factors directly influence the instructors' growth, others are more contextual in nature. From the institution's perspective, understanding the factors that influence the success of professional growth efforts is important. By undertaking to understand the professional climate from the faculty's perspective, efforts can be made to reduce any negative effects that the institution's climate has on professional growth. This, in turn, helps to ensure that the faculty's growth will be more probable, which should help make them more effective at fulfilling the roles expected of them.

Once the factors to be used in this study were selected, an operational definition of the role of an instructor was developed. This definition outlines the duties that college instructors are expected to perform so that they facilitate the teaching/learning process effectively. While there are many and varied duties that an instructor performs, the activities outlined for the purposes of this study were specifically identified because they represent the majority of the responsibilities that the instructor has in interacting with the students. Consistent with the expressed need for this study, the duties singled out are those where Assiniboine Community College's emphasis has changed significantly in the past few years. The faculty must now adapt to these newly emphasized responsibilities. For this study, the following definition was used:

> Those actions, activities, and duties that are associated with any or all of those areas critical to student success. Such as:

Academic Guidance:	Providing necessary academic counselling to students.
Attitude Development:	Helping students develop mature, responsible attitudes that will assist them in attaining and keeping meaningful employment at the end of their studies.
Knowledge Transmission:	Conveyance of subject matter to students.
Mentoring:	Acting as a role model for students.
Skills Development:	Helping students obtain the skills that they need for gainful employment in the career of their choice.

The relationship between the identified factors and the various duties outlined in the above definition can be seen in figure 1, which represents the theoretical model that was developed for use in this study.

The Sample

Only full-time instructors who have been teaching at Assiniboine Community College for at least one academic year were allowed to participate in the present study. In order to ensure some degree of consistency in responses to questions posed, it was felt that everyone completing the questionnaire should work in similar conditions. Limiting the sample to only those full-time faculty members that are employed in a teaching capacity helped to ensure that all of the participants in the study had similar workloads, and experienced the same professional climate. Further, it was felt that the data collected would be more consistent if everyone completing the survey had worked at Assiniboine

Community College for a minimum period of time. Thus, out of 87 full-time instructors, 81 individuals were eligible to participate in the study.

The Data Collection Process

In early June, 1995, the questionnaire was distributed to all of the possible participants. This was accomplished by utilizing the College's inter-office mail system. A covering letter was attached to each survey that explained the purpose of the study, as well as an explanation of the survey. Each questionnaire was numbered to ensure that surveys returned were valid. Participants were asked to have the questionnaires returned by June 15. To facilitate collection of the completed surveys, and help ensure the confidentiality of the responses received, one participant from each academic division was asked to assist in the collection of completed surveys.

Two days after the survey was distributed, a clarification of the instructions was sent to each participant via electronic mail. This was felt to be necessary because several participants had raised questions about the two scales on the survey. Once again, each participant was asked to complete the survey as soon as possible.

On June 13, a second reminder was distributed via electronic mail to all of the participants that work at the main campus of the College. Those individuals employed at the satellite campuses were contacted by telephone.

Finally, on June 15, one last reminder was sent to each participant via electronic mail. In addition, the participation of several instructors was sought in individual personal conversations. The final number of surveys completed and returned was 55, for a response rate of 67.9 percent.

Background personal information about each participant was sought in the fourth section of the questionnaire. This information — the age range, sex, health, and academic division employed by — of each participant was sought in order to have some idea of the demographics of the participants in the study.

Examination of this data shows that 35 of the respondents, which equates to 63.6%, are male, while 16 respondents, or 29.1%, are female. Further analysis indicates that 6 participants (10.9%) are between 25 and 34 years old, 28 (50.9%) are between 35 and 44, 15 (27.3%) are between 45 and 54, and 5 (9.1%) are older than 55. Four respondents did not complete this section at all, while several others only partially completed this section. While some questioned the rationale of including this data in the study, others omitted the information because they did not want to be identified.

Even though the covering letter attached to the survey guaranteed the confidentiality of the raw data, and the anonymity of those participating in the study, a few instructors did not complete their surveys. Discussions with non-participants revealed their fear of retribution should the College's management obtain the raw data. More than one potential participant indicated that the sensitivity of some of the questions being asked made them apprehensive about completing the survey and being identified. Attempts to calm these fears were made with reminders of the confidentiality of the data being distributed to all of the potential participants via electronic mail. Despite these efforts several instructors still chose not to complete the questionnaire.

In addition, a number of comments were received indicating the participants' concern about completing the section that asked for personal information. All of the comments pertained to the fear that, given the relatively small population size, individual

participants could be easily identified from the information provided. Several other participants left the personal section blank, in order to ensure that their identity would remain anonymous. One individual, who completed the personal section questioned the validity of including it in the study:

> "I question how the personal factors would impact the study. In a small college, one might as well sign their name as fill in that section. I trust the confidentiality of the person responsible for the survey. I do not want this (my personal form) in the hands of management." (emphasis in original)

This fear of retribution suggests a certain level of paranoia that the faculty feels about the manner in which the College's administration will view this study. It may even suggest that a feeling of mutual animosity exists between the administration and the faculty. It definitely indicates that the faculty feels a certain lack of trust for the administration's ability or willingness to try to understand the faculty's perception of the climate at Assiniboine Community College.

The Survey Instrument

The survey (appendix B) was developed based on the theoretical model for the study. The survey instrument was divided into six sections: personal factors, professional preparation, logistical support, the working environment, student issues, and external forces. Each part of the survey contained a set of factors which had been identified as being associated with the pertinent section.

The personal factors that were included in the survey were the instructor's age, health, gender, and the academic division to which the instructor is assigned. The professional preparation section included factors pertaining to the instructor's

professional attitude, knowledge, and the institution's recognition of professional upgrading. The logistical support section asked the participants to evaluate the availability of instructional materials, the adequacy of equipment, and the facilities provided by the institution. The working environment section was the largest section of the survey. It asked the participants to rate aspects of the college's operations, including, class sizes, professional feedback, job autonomy, job complexity, faculty morale, opportunities for advancement, policies and procedures, recognition and reward, satisfaction with college operations, satisfaction with management, the instructor's schedule, staff development opportunities, unrelated workload, and the faculty's working relationships. Student issues that were considered were: student attendance, demographics, academic preparation, expectations, and the students' work ethics. Finally, the external forces section of the survey included factors evaluating community support, funding levels, and government initiatives.

Each factor included on the survey was followed by a specific statement, (or statements), which provided a basis for the participants to formulate opinions about each item. Since the purpose of the present study was to determine the perceptions that the faculty have of the professional climate at Assiniboine Community College, most of the factors included in the survey assessed some aspect of the College's working environment.

Each participant was asked to complete two different scales on the survey. The first scale, referred to as ideal, was used to indicate the responses to each item that the participants felt would be the case in the ideal situation. That is, they recorded their

responses based on their perceptions of how the situation should be at a community college. The second scale, referred to as "existing", was used to measure the responses of the participants based on each individual's perception of their actual situation at Assiniboine Community College. When responding to each item for this scale, then, statements that referred to the individual instructor required the participants to analyze their own personal circumstances, and respond appropriately.

For each factor being considered, participants recorded their responses to the attached Likert-type scale, where a "1" denoted strong disagreement with the statement, "2" denoted disagreement, "3" was a neutral response, "4" signified agreement, and "5" meant strong agreement with the statement.

In addition to recording their responses to each factor, the participants were encouraged to comment about anything that they felt was relevant to the study. Separate spaces were established where these comments could be written.

Statistical Analyses Performed

In order to fulfill the three purposes of this study, all of the data was compiled and recorded on an electronic spreadsheet. Individual analyses were then performed.

To determine whether or not the existing conditions at Assiniboine Community College are significantly different from those that the faculty felt would be the ideal conditions, the means for each sample were calculated for each factor. The graphs that are presented in this study were prepared at this time. A t-test comparing the means of paired samples was conducted. Responses that were omitted did not affect the analysis, since

they were excluded from the calculations. To provide support for the statistical results, comments received in the raw data were also compiled and recorded.

To examine the effects of the factors that significantly affect the professional growth of instructors in both the ideal and existing situations, a factor analysis was first performed on each set of data. The factor analysis was conducted by using a varimax orthogonal rotation to identify underlying factors. In accordance with the conventional approach, those emerging factors that had an eigenvalue ≥ 1 were retained for additional analysis.

The second stage of the analysis involved a stepwise multiple linear regression. This analytical technique is used to determine the relative importance these independent factors had on the dependent factor, in this case, professional growth of instructors.

Once all of the statistical analyses were done, the comments that had been compiled and recorded were used to support or emphasize the statistical results. Many of the results that proved to be significant involved factors that had been the subject of many comments from the participants.

Summary

This chapter has presented the methodology of the study. An operational definition of the performance of instructors based on the job expectations of an instructor at Assiniboine Community College was developed. After reviewing previous studies, a set of factors was developed that were thought to play a role in the performance of the instructor's duties. From this information, a theoretical model was developed.

A survey was developed based on the theoretical model, and distributed to the full-time faculty members at Assiniboine Community College. From the data collected, statistical analyses were performed to satisfy each of the three purposes of doing this study. The next chapter discusses the findings of these analyses.

CHAPTER FOUR

Results

This chapter presents the results of the statistical analyses that were performed on the data collected. Where appropriate, comments that were included in the questionnaire are used to support or clarify the statistical findings.

Reliability of the Survey Instrument

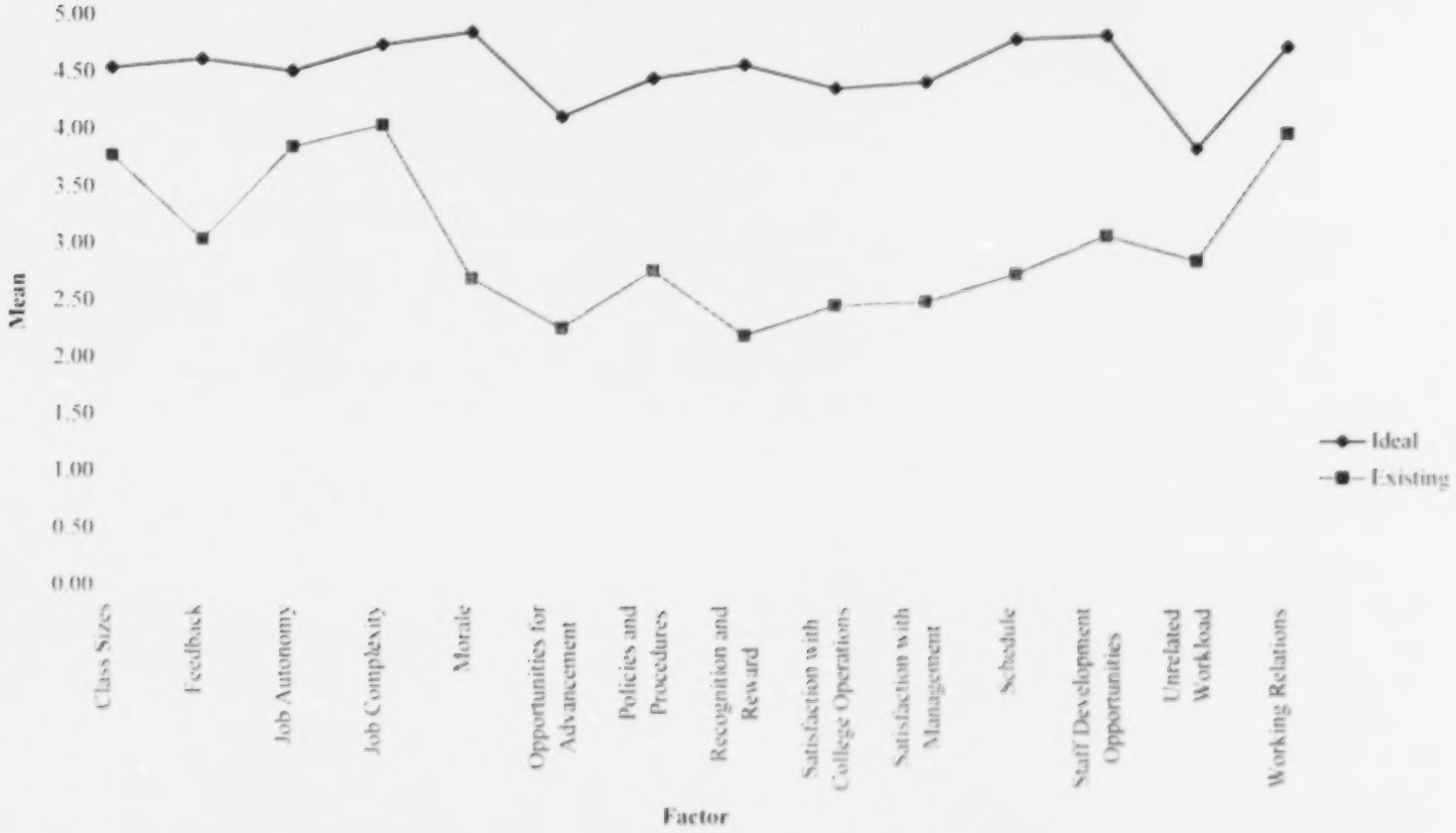
The reliability of the responses to the two major sections of the instrument was assessed using Cronbach's alpha. It was found that the reliability coefficient data for the ideal scale showed a Cronbach's alpha of .87, and the alpha value for the existing scale was .77. This indicated a high degree of internal consistency of the instrument used to collect the data.

A Comparison of Existing and Ideal Working Conditions at Assiniboine Community College

Analysis of the data collected showed significant differences between the means for each factor on the survey instrument (see figures 2 and 3). As can be seen from these figures, the conditions at Assiniboine Community College are quite different from those that the faculty felt would be present in the ideal situation. Indeed, of the 28 factors measured, all but three of the factors had so great a difference that they attained statistical significance ($p < .001$). To fully understand these results, it is essential to discuss each factor included in the study. Comments obtained from participants in the study provide

Figure 2: Existing versus Ideal Conditions at Assiniboine Community College
Professional Preparation, Logistical Support, Student Issues, and External Forces

Figure 3: Existing versus Ideal Conditions at Assiniboine Community College
Working Condition Factors



insight into why the existing conditions at Assiniboine Community College are so significantly different from those that might be found in an ideal setting.

Professional Preparation

Table 1 shows the results of the analysis for the three factors that were included in the professional preparation section of the survey. While all three results are highly significant, $p < .001$, particular attention should be paid to the aspect dealing with the recognition of professional upgrading, where the t value was much higher than the others.

Table 1: Means for Professional Preparation FactorsTable 1:

	Mean		
Factor	Ideal	Existing	t
Attitude	4.89	4.22	5.08^{***}
Knowledge	4.95	4.29	5.48^{***}
Recognition of Professional Upgrading	4.89	2.87	12.53^{***}

Note. $n = 55$, $df = 54$

* $p < .05$ ** $p < .01$ *** $p < .001$

Professional Attitude

Participants in this study strongly agreed that, in the ideal situation, their professional attitude is critical to the success of their instruction. However, they indicated slightly less agreement when asked the same question about their attitude towards teaching at Assiniboine Community College. Comments from two participants provided some insight into the difference that exists betweent the two situations. "My attitude is very positive and allows for better interaction with my students" was the comment from one individual. On the other hand, another participant wrote

> "my attitude is soured by the current climate at the College - them versus us. I do not believe the College values the abilities/skills of the staff nor does it actively promote upgrading."

This contradiction is indicative of the difference between the attitude that the participants felt should exist, and the attitude that does exist. The data indicated that the faculty felt their attitude would, ideally, significantly affect their teaching. However, comments obtained indicate that the Assiniboine Community College faculty's attitude seems to be negatively affected by working conditions that exist at the College.

Knowledge

Studies by Davis (1965) and Falconer (1989) (as cited in Falconer, 1991) found that many college instructors are hired because they possess the knowledge and skills required for the occupations for which their students are being trained. These findings concur with the feeling of the faculty that participated in the study. They felt that, in the ideal situation, the instructor's knowledge was extremely important to the learning process. There was slightly less agreement on this issue when participants considered the situation at Assiniboine Community College.

Overall, the faculty that participated in the study agreed that they needed to possess sufficient knowledge to teach the various courses that were included in their workload. Some of the data collected does, however, provide some contradiction on this point. Recognizing that instructors at Assiniboine Community College are, on occasion, assigned courses for which they have no prior training or experience, one individual expressed the view that, "for some subjects an instructor can quickly get sufficient knowledge to facilitate learning in a participatory classroom." This seemed to indicate

that, for some subjects, prior learning is not necessary. The knowledge needed to teach the subject can be obtained quickly should the need arise.

The reverse of this situation occurred when an instructor was asked to teach a subject where " . . . I have little or no training/experience." There have been situations at Assiniboine Community College where instructors have been assigned to teach difficult courses for which they have no knowledge of the subject matter. Perhaps the most telling comment about the dissatisfaction that instructors feel about this situation came from one participant:

> "The college administration seems to believe that their instructors do not need to be 'experts' in their areas of instruction. We end up with people who have no education or experience in their instructional areas. . . .It appears that the administration believes that any person can teach a course as long as they're given the instructor's manual."

This comment was indicative of the concern felt by several faculty members who indicated that they felt unqualified to teach courses for which they have little or no prior knowledge. Comments obtained lead to the speculation that the faculty felt it was unfair to expect them to facilitate the learning process when they do not possess sufficient knowledge or experience.

Recognition of Professional Upgrading

This factor elicited the most response from the faculty that participated in the study. In addition, it was found to have one of the most statistically significant differences between how the faculty feel the ideal institution would recognize professional upgrading and how Assiniboine Community College recognized the upgrading of the instructional staff at present.

Overall, the data indicated that the faculty strongly agreed with the notion that continual upgrading would, in the ideal situation, be recognized by the institution as being important to the instructor. In comparison, however, the data indicated that the general feeling of the faculty was that, at present, Assiniboine Community College does not recognize their need for professional upgrading.

Many comments were included in the raw data about this issue. Some of the comments voiced the frustration felt by participants who felt that the College, for all intents and purposes, does not recognize the importance of professional upgrading at all. For example:

> "The institution has no requirement for ongoing professional development or upgrading."
>
> "Upgrading is not recognized by the institution."
>
> "Extremely limited support, virtually non-existent [*sic*]. The assumption of the College is that employees are 'turn-key', ready to step immediately in the classroom."
>
> "They [management] give lip service to upgrading, but that is where it stops."

Another comment expressed the sentiment that any recognition of the need for professional upgrading comes at the expense of something else. The comment that "Assiniboine provides little in the way of funds for professional development. More often than not, if opportunities arise, funds must be taken out of the program's operating budget" seems to indicate that professional upgrading is only available if the funds reserved for some other aspect of the program are used.

Some input was received that indicated that the faculty felt the institution's recognition of their professional upgrading was misguided, or trivialized its importance.

One participant wrote that "workshops often trivialize past experience by their simplicity or limited choice or failure to have local presenters (from staff)." For example, it was noted that the faculty has been required to attend numerous sessions on multiculturalism, "valuing diversity," and understanding the institution's culture. While it was recognized that these concepts are important, none of the sessions sought the faculty's input or recognized their previous experience and knowledge in this regard. Another participant, while expressing the willingness to participate in continual upgrading, voiced concern about what is recognized by the institution. A good example of this concern was expressed by several individuals who possess formal training in education. While they hold baccalaureate degrees in education, and permanent professional certificates from the province, they have not been assured that this is at least the equivalent of the Certificate in Adult Education that is required by the institution. The thought that they would have to return to studies to attain a lesser, ineffective credential (Stalker, 1982) was a matter of great concern.

Several participants expressed the sentiment that upgrading was important, but, they were not rewarded for their efforts. For example, one participant wrote:

> "I don't believe Assiniboine Community College puts enough effort into encouraging it money-wise, incentives for those who do, [*sic*] What do we do with those who never upgrade?"

Another participant wrote, "Unfortunately, due to our negotiated collective agreement there is not a salary remuneration for a Master's degree."

To be fair, some share of the blame for the lack of monetary reward must be attributed to the union representing the faculty. They, the Manitoba Government

Employees' Union, have not actively pursued a negotiated agreement with the College that includes monetary incentives for instructors to further their education. Indeed, the collective agreement for community college instructors is the only one in education in Manitoba where the faculty are not classified primarily by their academic qualifications.

Finally, another participant felt that the institution scheduled many valuable sessions inappropriately. "Most internal opportunities conflict with division or classroom responsibilities." This was echoed by another instructor who wrote that "upgrading should be made more accessible."

Logistical Support

Table 2 presents the comparison of means for each of the three factors associated with logistical support. While all three statistical results were relatively consistent, the comments received from the study's participants indicated that there were some concerns about the adequacy of the equipment at Assiniboine Community College.

Availability of Instructional Materials

The faculty strongly agreed that availability of instructional materials was very important to instructional success. There was less agreement, however, about the availability of materials at Assiniboine Community College. While the faculty discussed several aspects of this situation, such as access to library items, the focus of the discussion was on preparing instructional materials.

Several participants questioned the hiring of administrative assistants to the academic chairpersons. Some, feeling that they will be saddled with the responsibility for typing and photocopying their own materials, expressed their displeasure with this

"offload of responsibilities from administration to faculty." One participant questioned the need for more assistance for academic chairs at the expense of the faculty. Another participant put the same question more bluntly: "How about more logistical support for the instructional process and less for the managerial?"

These comments lead to the speculation that the faculty felt that more attention should be directed towards ensuring that materials necessary for instruction receive a higher priority from the administration.

Table 2: Comparison of Means for Logistical Support Factors

	Mean		
Factor	Ideal	Existing	t
Availability of Instructional Materials	4.69	3.85	8.39***
Adequacy of equipment	4.80	3.39	9.40***
Facilities	4.76	3.63	7.65***

Note. $n = 55$, $df = 54$

* $p < .05$ ** $p < .01$ *** $p < .001$

Adequacy of Equipment

The faculty that participated in this study strongly agreed that the equipment and resources used in the instructional/learning process must be adequate. The faculty's conclusion was that the College's equipment to date was not adequate. This sentiment was voiced especially loudly by those participants who require equipment for their courses on a regular basis. As one person stated:

> "Repairing broken equipment, or obtaining additional equipment is a cumbersome, time-consuming, and frustrating experience."

In addition to the adequacy of the equipment, concerns about the availability of the College's equipment were raised by the participants in the study. One person summarized several discontents with the system for signing out audio-visual equipment with the comment that "the current system for AV equipment is time-consuming, ill-conceived, and a general pain." In general, the comments expressed concern about the centralized storage of equipment in the library, the state of disrepair of much of the equipment, and the time it takes to find available, working equipment.

Facilities

Participants strongly agreed that the physical facilities of the ideal educational institution would be adequate enough to enable them to do their work. And, the faculty of Assiniboine Community College considered the facilities at the College to be adequate. Concerns about the facilities related mostly to classrooms and their accoutrements. Specific points discussed included: excess heat and noise in some of the trades areas, overcrowded classrooms, an insufficient supply of adequate desks, and too many broken chairs. There was also some concern mentioned about insufficient, or inadequate, office space in some areas. Several instructors did, however, mention that offices in their divisions were quite adequate. In almost all instances, these comments came from instructors who work in offices that have windows. Finally, the participants indicated that having adequate equipment was more important, in the ideal situation, than the physical facilities like classrooms and offices. By comparison, the faculty indicated that the facilities at Assiniboine Community College were better, at present, than the equipment.

Working Environment

Of the 14 factors associated with the working environment, all reflected significant differences, $p < .001$, between the existing situation at Assiniboine Community College and the ideal situation (see Table 3).

Table 3: Comparison of Means for the Working Environment Factors

	Mean		
Factor	Ideal	Existing	t
Class Sizes	4.55	3.79	5.73***
Feedback	4.63	3.06	9.34***
Autonomy	4.56	3.87	4.68***
Complexity	4.77	4.06	5.71***
Morale	4.87	2.71	9.79***
Opportunities for Advancement	4.10	2.28	7.87***
Policies	4.46	2.79	8.42***
Reward	4.59	2.22	13.32***
Satisfaction with College Operations	4.39	2.49	8.96***
Satisfaction with Management	4.45	2.53	9.83***
Schedule	4.83	2.77	12.04***
Staff Development Opportunities	4.86	3.12	10.08***
Unrelated Workload	3.94	2.90	5.05***
Working Relations	4.77	4.02	5.23***

Note: $n = 55$, $df = 54$

* $p < .05$ ** $p < .01$ *** $p < .001$

While many of the factors elicited discussion from study participants, there were some, like recognition and reward, each instructor's schedule, and staff development that

were the subjects of a great deal of discussion. These factors, incidentally, yielded the most significant results of all of the factors included in this section.

Class Sizes

The participants agreed that class sizes have a direct impact on their instruction. The data also indicated that the participants believe class sizes at Assiniboine Community College are somewhat less than ideal. Despite the difference between the means for ideal and existing class sizes being statistically very significant, there was little discussion about this factor. This seemed to indicate that the instructors at Assiniboine Community College, while feeling that class sizes are large, (25 - 30 students in some cases), recognized that little can be done to solve the problem. And, according to one participant, some subjects and delivery methods are conducive to large classes.

Feedback

The faculty strongly agreed that evaluative feedback from academic supervisors and students, in the ideal situation could be used constructively to improve instruction. However, the data indicated that there was less agreement that feedback at Assiniboine Community College could be used constructively to improve instruction.

The participants that commented on this matter shared the opinion that feedback from academic supervisors at Assiniboine Community College would be "worthless since most of them have little or no teaching experience themselves."

Concern about how the feedback would be used was raised by one participant, who commented that

> "any evaluation of teaching that is done by students and/or academic chairpersons at Assiniboine Community College is only used for evaluative purposes, and not professional developmental purposes. No effort will be made to try to improve my teaching."

Finally, some concern was expressed that any attempts to solicit feedback from students would be inconsequential. That is, the feedback would have no bearing on how courses are taught, or even, what *is* taught. Evidence of this sentiment was found in the comment:

> "the evaluations will only be done so that the College can honestly say that they ask the students to help them improve their courses by evaluating the instruction."

This statement suggested the notion that the College would only ask for feedback to give the students the impression that they listen to their concerns.

Job Autonomy (Independence and Discretion)

Overall, faculty members at Assiniboine Community College agreed with the sentiment that they should have the freedom to perform their jobs the way they feel is most effective. And, they are quite happy with the level of freedom that they have in their work. Indeed, the t value for the comparison between the means for the existing and ideal scales for this factor, while still very significant, was one of the lower values calculated. The only comment that was offered about this factor was to the effect that instructors in many areas have the freedom to perform their teaching duties the way that they choose.

Job Complexity

The job complexity of the college instructor's position was based on the number of skills and abilities that were felt to be required to be successful in their positions. The participants agreed that their jobs at Assiniboine Community College require a broad range of job skills and aptitudes. By comparison, they agreed slightly more strongly that this would be the case in the ideal situation. Content analysis of the data indicated that this factor is of no concern to the faculty. In fact, no comments were included by any of the participants.

Morale

Participants in the study felt that morale was extremely important to their teaching. However, when asked how their present level of morale was in their existing work at Assiniboine Community College, they indicated that it is much lower than it should be. A few comments about the instructors' morale were included in the raw data. Overall, while it seemed that the level of morale varied between academic divisions, the data indicated that the faculty's morale is consistently low throughout the College. There were many reasons given to indicate why morale at the College is low. Amongst the reasons voiced were: the "them [management] versus us [faculty]" mentality that is quite prevalent, recent staff layoffs, lack of adherence to College policies by the administration, and the increasingly heavy workload piled on the teaching staff — either because of decreased logistical support or increased expectations — by the administration.

Opportunities for Advancement

The faculty members felt that opportunities for advancement are not quite as important to them as other factors in an ideal setting. One comment that was symbolic of this sentiment was supplied by a participant who noted that "opportunities for advancement are not desirable for everyone." Overall, however, they agreed that knowing that opportunities to advance do exist is important to them. When they assessed the situation at Assiniboine Community College, though, the faculty indicated that there were extremely limited opportunities for advancement.

Several participants made the comment that "there are no opportunities for advancement for faculty at the College." Recent hirings into the academic management at the College support this statement. In the last three years, the time frame in which every

one of the academic divisions has gotten a new chairperson, only one person hired was from the ranks of the faculty. On more than one occasion, faculty members have applied for management positions and been rejected because they "lack management experience." Yet, as one participant pointed out, the College does not provide the opportunity for faculty members to get the experience that is apparently necessary. One participant provided an explanation for the lack of opportunity for advancement and the inaccessibility of management experience for faculty members: ". . . The deletion of the department heads removed that stepping stone for faculty."

Another comment made leads one to speculate that the administration wants to ensure that faculty members do not advance into management positions. Two years ago, the College initiated a management training program, which was supposedly intended to provide the opportunity for faculty members to get experience in management. Referring to the selection of participants for this program, one faculty member noted,

> ". . . while more than half of the applicants for the management trainee positions were faculty, only two were chosen. Every administration applicant was accepted."

In fact, while many of the approximately 20 applicants were faculty members, only one full-time faculty member was selected. At least five of the nine people chosen to participate were already in management positions. The others, except for a half-time instructor, were employed in support positions.

The above noted situations lead to the speculation that the administration at the College deliberately ignored their own faculty when it came to selecting people for managerial positions. This state of affairs has served to exacerbate the differences already

existing between the administration and faculty (as noted in chapter 1) in the past, and will continue to do so in the future. While the faculty agreed that knowing that opportunities exist for them to advance to other positions at Assiniboine Community College is important, it seems apparent that the administration at the College does not share this view.

Policies and Procedures

While the participants felt that it is important to maintain clear academic policies, they did not believe that Assiniboine Community College does a good enough job in this regard. As one participant noted, "policies are sometimes too generally worded to provide guidance in each of the distinct teaching/learning situations." Just as maintaining clear policies was felt to be important, adhering to them was also thought to be important. More than one comment was received expressing concern about the policies being ignored in order to deal with certain situations, particularly when they involved students.

Most of the discussion pertaining to the College's operations in regards to policies and procedures was focussed on the lack of input that the faculty has on academic policies. Much of the input received expressed the faculty's dissatisfaction with management arbitrarily changing academic policies without consulting the faculty. Several instructors noted that the grade scale used to evaluate students was changed at the whim of the College's management with no input from those who were affected by the change. Commenting that "instructors are not outsiders to training," one participant asked the question: "Why are they now treated as if they are?" Overall, comments received indicated that the faculty felt that having input into the academic policies was more important than adhering to them.

Recognition and Reward

Of all the factors employed for analysis, recognition and reward produced the most significant differences in existing and ideal situations in the study. The faculty strongly agreed that the ideal college would appreciate and reward quality instruction. However, they did not agree that Assiniboine Community College recognizes and rewards instructional excellence. Indeed, the faculty gave this factor the lowest rating for the situation at Assiniboine Community College of any factors included in the study. Content analysis of the comments received indicated that this is a sensitive issue with the faculty. As one individual pointed out, "as instructors, we are never looked at individually — our instructors are always looked at as a group." Perhaps a sadder commentary of this situation was the expressed sentiment that "if you are effective, you will get a heavier teaching load."

Satisfaction with College Operations

Once again, a highly significant result came from comparing the two means for this factor. The participants agreed that their level of satisfaction with the overall operations of the ideal college would have an effect on their instruction. Overall, however, the faculty indicated that they were not satisfied with the operation of Assiniboine Community College.

Most of the concerns expressed in the data centred around job security, bureaucracy, inefficient and antiquated systems, and an inordinately large compliment of administrative and support staff. As one participant said,

> "the first 15 years of operation at the College had as many or more students, with a dozen or so support staff. Now, nearly half of the staff are in non-instructional positions."

In fact, as noted previously, over half of the staff employed by Assiniboine Community College are in non-instructional positions.

In general, discussion about the College's operations can be summed up with the phrase offered in the data that

> "if it supports our teaching, then I am satisfied with it. If it interferes with learning, then I am dissatisfied."

Satisfaction with Management

Data for this factor indicated a t value comparable to that for the satisfaction with college operations factor. However, the faculty that participated indicated that their satisfaction with the management is more important to them than their satisfaction with the college's operations. The data showed that the participants agreed that the instructor's satisfaction with management plays a role in their instruction. While there was some support expressed for the management of some academic divisions, the faculty indicated that, overall, they were not satisfied with Assiniboine Community College's management.

Several comments received expressed a strong resentment that the management of the College makes decisions on courses and programs without asking for input from the faculty. And, when the decision is made, "faculty are then given a chance to show their enthusiasm." This comment seems to indicate that animosity and mistrust do exist between the administration and faculty.

More comments were received indicating discontent with the "lack of people skills" evident in management. As one participant noted, "too many people are requiring stress leave due to mismanagement." Another commented that "moral support and independence affects teaching/learning." These comments seem to lend credence to

another statement that a participant made that "we need more people-oriented managers, not more bureaucrats and academics."

Finally, some input was received that called the management's qualifications and judgement into question. While one faculty member expressed the view that "no one in management wants to learn anything from historical mistakes/achievements," another flatly declared that "unqualified people are in positions that they shouldn't be in." Commenting about the management's attitudes, one participant wrote:

> "Administration needs to realize if we have no students and instructors, they have nothing to administer. Their singular function should be to support instruction, not hinder it."

Schedule

The faculty strongly agreed that adequate time for marking, class preparation and course development was critical to instructional success. However, they felt that their schedules at Assiniboine Community College did not afford enough time for these activities. As one participant noted, "I can't remember the last time I had preparation/development time." Some faculty members also expressed the sentiment that those responsible for setting their schedules didn't consider any activities other than their teaching. For example,

> "student counselling, professional development, networking, researching and reading are also necessary activities for which little time is allocated by those establishing teaching loads."

Another comment pointed out that "too much time sharing administrative tasks formerly done by the department head" cut into preparation and marking time.

Several participants commented that heavy teaching loads hindered other activities as well. One instructor, for example, noted that participating in staff development activities was very difficult with such a heavy course load.

Staff Development Opportunities

The faculty that participated in this study strongly agreed that opportunities to upgrade skills and knowledge were extremely important to them in the ideal setting. Overall, however, they did not feel that Assiniboine Community College either encouraged their participation, or felt it was important. As one participant observed,

> "staff development is not expected or required. The staff development committee was disbanded."

Comments received generally dealt with the participants' concerns that their schedule, heavy workload, and academic division's finances prohibited them from participating in any meaningful activities. There was, however, one interesting comment made by a participant, who questioned staff development in some instances:

> "It depends on each instructor's current level of skill. A rate of diminishing returns applies after a certain point and the instructor's time is better spent elsewhere."

Unrelated Workload

The participants agreed that work not directly related to instruction should be limited, and would be in the ideal situation. There was less agreement, however, that this is the case at Assiniboine Community College. As one instructor noted,

> "faculty is continually asked to 'pick up the slack for the good of the college and the students' as additional duties and responsibilities are added to their workload."

The notion that instructors have extra time on their hands, and thus can be made to do more unrelated work was reported. One participant shared a comment attributed to a

senior administrator at the College that "instructors really only work 17% of the time." While more than one faculty member expressed their displeasure with being asked to perform various administrative and clerical tasks, another simply observed that "instructional duties should be just that, unless one volunteers to join committees etc."

Working Relationships

The faculty strongly agreed with the notion that positive working relationships with colleagues are important to them. While the level of agreement was not quite as strong, they also felt that, in general, their working relationships at Assiniboine Community College were good. One participant noted that colleagues in the faculty made working at Assiniboine Community College possible, despite the "arrogant, damage-control, make-it-look-good" management. The faculty indicated, however, that relationships at the College could be improved.

Comments about this issue made it apparent that the faculty feel that more "people-oriented" managers that genuinely value their faculty would improve this situation. The only other concern expressed was that some instructors are "defensive and unwilling to share resources," which was felt to inhibit cooperation amongst various instructors teaching the same subjects.

Student Issues

Table 4 illustrates the comparisons of means for the contextual factors related to student issues. This section of the survey is one of only two parts where not all of the results are as statistically significant, $p < .001$, as the other factors analyzed in this study.

Academic Preparation

Participants in the study strongly agreed that academic preparation of college students affects instruction. However, analysis of the data for the existing scale for this factor indicated that students at Assiniboine Community College are not as well prepared for college studies as they should be. Despite the significance of this result, the faculty did not express any concerns about this issue.

Attendance

The faculty also strongly agreed that, in the ideal situation, student attendance plays an important role in the instructional success. The data indicated that the faculty believed that students at Assiniboine Community College do not attend as regularly as they should. But, as one person noted, the effect that the attendance of the student has on instruction "depends on the delivery method of the course."

Demographics

The faculty agreed that the demographics of the students in class affects instruction. They did not feel that the demographics of the student body at Assiniboine Community College affected their instruction. Despite the result of the comparison of means yielding a significant result, $p < .01$, there were no concerns expressed.

Table 4: Comparison of Means for Factors Concerning Student Issues

	Mean		
Factor	Ideal	Existing	t
Academic Preparation	4.66	3.60	6.00***
Attendance	4.67	3.69	5.81***
Demographics	3.87	3.54	2.56**
Expectations	4.41	3.90	3.63***
Work Ethic	4.71	3.19	9.80***

Note. $n = 55$, $df = 54$

* $p < .05$ ** $p < .01$ *** $p < .001$

Expectations

The faculty agreed that changing and different expectations by the students have an impact on instruction. They also agreed that this was the case at Assiniboine Community College. Despite a statistically significant result, $p < .001$, from the comparison of means, the indication by the faculty was that they did not feel that this was a problem at Assiniboine Community College.

Work Ethic

The faculty strongly agreed that students in the ideal situation are prepared to work hard to achieve their goals. There was some disagreement about the work ethic of the students at Assiniboine Community College. Any comments included in the data indicated that instructors felt that mature students (older students) work harder than sequential students (students coming to college right after high school).

External Forces

This section of the survey included the only factor where the difference between the existing and the ideal conditions was not statistically significant (see Table 5). Even though this was the case, some discussion was included by the participants that seemed to indicate a little concern about existing conditions.

Table 5: Comparison of Means for the External Forces Factors

	Mean		
Factor	Ideal	Existing	t
Community Support	4.20	3.49	5.23***
Funding Levels	4.59	3.20	6.83***
Government Initiatives	4.14	3.82	1.45

Note. $n = 55$, $df = 54$

* $p < .05$ ** $p < .01$ *** $p < .001$

Community Support

The faculty agreed that community support through partnerships with industry and advisory committees have a direct impact on instruction. In general, they also agreed that Assiniboine Community College does quite well in this regard. Despite the significance of this comparison, no concerns were raised that directly pertained to this issue. One individual did, however, make a comment about a different type of community support. In reference to an embarrassing incident that received some negative publicity in the local newspaper, one faculty member pointed out that "bad press is not good for everyone." The participant concluded the thought by pointing out that "greater focus on customer service to students" would ensure that this type of mistake would not be repeated.

Funding Levels

The participants strongly agreed that adequate funding was important to the success of instruction. They were somewhat less positive about the funding situation at Assiniboine Community College. Comments included in the data criticized the lack of funding provided by government agencies. One participant stated the opinion that

> "underfunding of education is disturbing and narrow-minded. Youth need affordable post-secondary education now more than ever."

Government Initiatives

While the faculty participating in the study agreed that actions and initiatives of various levels of government have a direct impact on instruction, they did not believe that this was a problem at Assiniboine Community College. Indeed, the comparison of the means for the ideal and existing scales for this factor yielded the only result on the entire survey that is statistically insignificant. The only comment that this issue generated was that "government gave us autonomy, but still holds the purse strings and reins."

Summary

In summary, all but three of the factors yielded a highly significant result when the means for the two scales were compared. Of particular importance to Assiniboine Community College is the faculty's perception that the conditions at the College are, in almost all cases, significantly different than the conditions that the faculty perceive would exist in the ideal community college. Of greater concern perhaps, is that the conditions appear to be significantly worse at Assiniboine Community College than at the ideal college. Comments obtained from the faculty have provided some insight into the

differences between the faculty's perceptions of the conditions at an ideal college and those at Assiniboine Community College.

Impacts of Identified Factors on the Professional Growth of the Faculty under the Existing Conditions at Assiniboine Community College.

This section of the chapter discusses the results of the analyses that were done to determine the factors that significantly affect the professional growth of the faculty at Assiniboine Community College.

Factor Analysis

The first analysis of the data from the "existing" scale was a factor analysis. This procedure reduced the data set being analyzed down to 10 factors.

The factor analysis that was done for the three factors associated with professional preparation yielded one factor, professional growth. The factor loadings (Table 6) for these three factors ranged from .332 to .699, and yielded an eigenvalue of 1.58.

Table 6: Factor Matrix for the Professional Growth Factor

Factor Name	Factor Loading
Attitude	.550
Knowledge	.332
Recognition of Professional Upgrading	.699

The logistical support factors loaded into one factor, which was called logistical support. As Table 7 illustrates, the loadings for these factors range from .539 to .732, yielding an eigenvalue for the factor of 1.96.

Table 7: Factor Matrix for the Logistical Support Factor

Factor Name	Factor Loading
Availability of Instructional Materials	.688
Adequacy of Equipment	.732
Facilities	.539

When subjected to factor analysis, the factors associated with the working environment yielded 5 factors: job satisfaction, working conditions, professional opportunities, professional development, and collegial relationships. Table 8 represents the loadings for the factors associated with the working environment.

The first factor, job satisfaction, is comprised of the morale, recognition and reward, satisfaction with college operations, and satisfaction with management factors. The factor loadings ranged from .630 to .856, yielding an eigenvalue 4.74.

Class sizes, job complexity, schedule, and unrelated workload were the factors that loaded into the second factor, called working conditions. The loadings for this factor ranged from .495 to .866 and yielded an eigenvalue of 1.74.

Factor 3, professional opportunities, consisted of the opportunities for advancement and policies and procedures factors. The loadings for these two factors were .869 and .924 respectively, and produced an eigenvalue of 1.56.

Table 8: Rotated Factor Matrix for the Working Environment Factors

	Factor Loadings				
Factor Name	1	2	3	4	5
Class Size	.369	.777	.025	-.014	.212
Feedback	.144	-.090	.035	.815	.128
Job Autonomy	.259	.347	.364	-.066	-.485
Job Complexity	-.123	.866	-.020	.096	-.054
Morale	.630	.112	.436	.035	-.181
Opportunities for Advancement	.315	.144	.869	.025	-.167
Policies and Procedures	.014	-.031	.924	.124	.154
Recognition and Reward	.734	.090	.253	.296	.030
Satisfaction with College Operations	.808	.043	-.080	.337	.057
Satisfaction with Management	.856	.253	.132	-.048	.090
Schedule	.119	.495	.395	.428	-.311
Staff Development	.296	.410	.153	.522	-.177
Unrelated Workload	.345	.567	.140	-.102	.144
Working Relationships	.168	.236	.076	.033	.889

The fourth factor, professional development, was composed of the feedback and staff development factors. Their loadings of .815 and .522, respectively, yielded an eigenvalue of 1.15.

The fifth factor derived from the working environment factors was dubbed collegial relations. It consisted of the job autonomy and working relationships factors. The loadings for these factors were .485 and .889, yielding an eigenvalue of 1.03.

Two factors — student preparation and student type — were identified when the factors associated with student issues were analyzed (see Table 9).

Table 9: Rotated Factor Matrix for the Student Issues Factors

	Factor Loadings	
Factor Name	1	2
Academic Preparation	.789	.234
Attendance	.781	.055
Demographics	-.057	.828
Expectations	.118	.855
Work Ethic	.759	-.192

The student preparation factor consisted of the academic preparation, attendance, and work ethic factors. Loadings for this factor varied from .759 to .789, with an eigenvalue for the factor of 1.88.

The student type factor was made up of the demographics and expectations factors, which had loadings ranging from .828 to .855. The eigenvalue for the factor was 1.46.

Finally, the factors associated with external forces loaded into one factor (Table 10). The loadings for this factor ranged from .574 to .841, yielding an eigenvalue of 1.41.

Table 10: Factor Vector for the External Forces Factor

Factor Name	Factor Loading
Community Support	.378
Funding Levels	.707
Government Initiatives	.329

Stepwise Multiple Linear Regression Analysis

Once the underlying factors were identified from the factor analysis, they were subjected to a stepwise multiple linear regression to determine their magnitude of significance.

Using the professional growth factor as the dependent factor, and the remaining factors as the independent factors, it was determined that there are only two factors that significantly affect the professional growth of instructors at Assiniboine Community College. The two factors identified are professional opportunities and professional development. While the professional opportunities factor was determined to be highly significant, $p < .001$, the professional development is also significant, $p < .05$. Table 11 summarizes the results of the regression analysis performed.

Table 11: Multiple Linear Regression Analysis for the Factors Affecting Professional Growth (Existing Scale)

Factor	Beta	Correlation	F
Professional Opportunities	.416	.477	5.51*
Professional Development	.279	.370	12.26***

Note: * $p < .05$ ** $p < .01$ *** $p < .001$

From the factor analysis, and the multiple linear regression analysis, then, the factors that have been shown to be significant to the professional growth at Assiniboine Community College are opportunities for advancement, policies and procedures, feedback, and staff development.

Impacts of Identified Factors on the Professional Growth in Ideal Conditions

This section of the chapter discusses the results of the factor analysis and stepwise multiple linear regression analysis that were done to determine the factors that would have a significant effect on the professional growth of the faculty should they teach in ideal conditions.

Factor Analysis

The first analysis of the data from the ideal scale was a factor analysis. This procedure reduced the data set being analyzed down to 11 factors.

The factor analysis that was done for the three factors associated with professional preparation yielded one factor, professional growth. Table 12 indicates the factor loadings for each of these three factors. These loadings ranged from .141 to .619, and yielded an eigenvalue for the factor of 1.35.

Table 12: Factor Matrix for the Professional Growth Factor

Factor Name	Factor Loading
Attitude	.550
Knowledge	.332
Recognition of Professional Upgrading	.699

The logistical support factors loaded into one factor, which was called logistical support. As Table 13 illustrates, the loadings for these factors ranged from .670 to .734, yielding an eigenvalue for the factor of 2.13.

Table 13: Factor Matrix for the Logistical Support Factor

Factor Name	Factor Loading
Availability of Instructional Materials	.670
Adequacy of Equipment	.729
Facilities	.734

When subjected to factor analysis, the factors associated with the working environment yielded 6 factors: professional independence and recognition, professional satisfaction, professional development, working relationships, teaching issues, and unrelated workload. Table 14 represents the loadings for the factors associated with the working environment.

The first factor, professional independence and recognition, is comprised of the autonomy, morale, opportunities for advancement, and recognition and reward factors. The factor loadings ranged from .533 to .817, yielding an eigenvalue 3.10.

Policies and procedures, satisfaction with college operations and satisfaction with management loaded into the second factor, called professional satisfaction. The loadings for this factor ranged from .476 to .866 and yielded an eigenvalue of 1.69.

Table 14: Rotated Factor Matrix for the Working Environment Factors

	Factor Loadings					
Factor Name	1	2	3	4	5	6
Class Size	.267	.162	.189	.489	.212	.204
Feedback	.003	-.040	.100	-.097	.874	.070
Job Autonomy	.817	.189	-.064	.001	.129	.043
Job Complexity	.144	.197	.597	-.312	-.070	.376
Morale	.680	.117	.180	.221	.004	-.285
Opportunities for Advancement	.684	-.067	-.041	.144	-.115	.398
Policies and Procedures	.026	.866	.045	-.067	.107	-.137
Recognition and Reward	.533	.233	.135	-.420	.121	-.190
Satisfaction with College Operations	.292	.476	.088	.265	-.314	.417
Satisfaction with Management	.220	.777	.094	.162	-.062	.179
Schedule	.001	-.052	.727	.150	.197	-.158
Staff Development	.009	.103	.785	-.019	.033	.047
Unrelated Workload	-.073	.017	.007	-.008	.187	.806
Working Relationships	.124	.117	.006	.855	-.002	-.040

The third factor, professional development, consisted of the job complexity, schedule and staff development factors. The loadings for these factors ranged from .597 to .785, and produced an eigenvalue of 1.44.

The fourth factor, working relationships consisted only of the original working relationships factor, with a loading of .855 and an eigenvalue of 1.33.

The fifth factor derived from the working environment factors was dubbed teaching issues. It consisted of the class sizes and feedback factors. The loadings for these factors were .650 and .874, respectively, yielding an eigenvalue of 1.18.

The final factor derived from the working environment factors was the unrelated workload factor. This was the original factor, which had a loading of .806 and an eigenvalue of 1.02.

Two factors — student preparation and student type — were identified when the factors associated with student issues were analyzed. Table 15 shows the loadings for these two factors.

Table 15: Rotated Factor Matrix for the Student Issues Factors

	Loading per Factor	
Factor Name	1	2
Academic Preparation	.141	.890
Attendance	-.035	.905
Demographics	.503	.137
Expectations	.875	.029
Work Ethic	.811	-.073

The student preparation factor consists of the academic preparation and attendance factors. Loadings for this factor were .890 and .905, respectively, which yielded an eigenvalue for the factor of 1.80.

The student type factor consisted of the demographics, expectations, and work ethic factors. Their loadings ranged from .828 to .855, yielding an eigenvalue of 1.53.

Finally, the factors associated with external forces loaded into one factor. Table 16 shows the loadings for this factor, which ranged from .361 to .655, and yielded an eigenvalue of 1.66.

Table 16: Factor Vector for the External Forces Factor

Factor Name	Factor Loading
Community Support	.361
Funding Levels	.643
Government Initiatives	.655

Stepwise Multiple Linear Regression Analysis

Once the factors were identified, they were subjected to further analysis to determine any factors that were statistically significant. The stepwise multiple linear regression technique was used.

Using the professional growth factor as the dependent factor, and the remaining factors as the independent factors, it was determined that there are only two factors that would significantly affect the professional growth of instructors in the ideal situation. The two factors identified are professional development and unrelated workload. While the unrelated workload factor is statistically significant, $p < .05$, the professional development factor is extremely significant, $p < .001$. Table 17 summarizes the results of the regression analysis performed.

From the factor analysis, and the multiple linear regression analysis, then, the factors that have been shown to be significant to the professional growth of college instructors in the ideal situation are job complexity, their schedule, staff development, and their unrelated workload.

Table 17: Multiple Linear Regression Analysis for the Factors Affecting Professional Growth (Ideal Scale)

Factor	Beta	Correlation	F
Professional Development	.490	.630	19.83***
Unrelated Workload	.259	.410	6.38*

Note: * $p < .05$ ** $p < .01$ *** $p < .001$

Comparison of the Significant Factors in the Existing Conditions to Ideal Conditions

When the factors that have been determined to be significant in the existing conditions at Assiniboine Community College are compared to those that were determined to be significant in the ideal situation, only one of the original factors is common to both situations. The data that the faculty supplied indicated that staff development is a significant factor to their professional growth in both the existing and the ideal situations. In the context of this study, then, the faculty recognized that staff development is important to their success as college instructors. In both the existing situation at Assiniboine Community College and under ideal conditions, they felt that they should be provided with the opportunities to upgrade their skills and knowledge. The rest of the significant factors are unique to each situation.

The data from the faculty indicated that, for the existing situation at Assiniboine Community College, (other than staff development), opportunities for advancement, policies and procedures, and professional feedback were important to their professional growth. To help the faculty experience professional growth at Assiniboine Community College, then, the data indicated (a) that the faculty needed to know that opportunities for advancement exist, (b) that they would have input into policies and procedures that

influence their activities, and, (c) that professional feedback would be utilized to improve their teaching.

In comparison, (other than staff development), job complexity, the instructor's schedule, and the unrelated workload expected of the faculty were identified as the significant factors that would affect professional growth in the ideal setting. So, professional growth of the faculty in the ideal situation would be (a) partly dictated by the need to use many various skills and aptitudes in their work, (b) facilitated by having a schedule that permitted professional growth activities, and (c) more possible because they would be expected to do less work unrelated to their teaching.

Content Analysis of Faculty Concerns about Professional Growth

Comments that faculty members supplied as data for this study lend support to the discussion about the factors affecting professional growth. Examination of the comments revealed that several aspects of professional growth were of concern to the faculty who participated in this study.

Part of the professional growth factor that was identified by the factor analysis is the recognition of professional upgrading factor. The faculty indicated that they recognized the importance of upgrading. However, the conclusion that can be drawn from analyzing the comments received is that the faculty did not believe that Assiniboine Community College recognizes the importance of professional upgrading. And, if it does, it does so in a manner that the faculty does not feel to be adequate to satisfy their needs. This is further supported by their stated feelings about staff development.

It was statistically proven that staff development is important to the growth of college instructors. But, comments from the faculty lead to the conclusion that they felt that Assiniboine Community College does not provide enough opportunities for staff development. Further, if staff development activities are provided, they are either irrelevant to various faculty members, are provided at the expense of something else, or are not scheduled appropriately.

The overall impression derived from the data, then, is that the faculty felt that Assiniboine Community College does not regard the professional growth of the faculty as a serious matter. It neither provides relevant and adequate staff development nor recognizes professional upgrading appropriately.

Two other factors — opportunities for advancement and policies and procedures — that were identified by the faculty as being important to their professional growth were also discussed in the data. In both cases, the faculty expressed concerns about these aspects of their professional growth and involvement at Assiniboine Community College. The faculty pointed out that having input into the policies and procedures that regulate the academic operations of the College was very important to them. In fact, some faculty members expressed the view that having such input was more important to them than adhering to the policies and procedures. Despite this sentiment, they indicated that they did not currently have any meaningful input into policies and procedures that affect them in their daily work.

The general impression given by the comments supplied about the opportunities for advancement that the faculty felt are available at Assiniboine Community College was

equally perturbing. The conclusion drawn from the data is that the faculty did not believe that this aspect of professional growth was possible. Simply put, the faculty believed that there were no opportunities for advancement for instructors.

Finally, so that the faculty at Assiniboine Community College could improve the manner in which they facilitate the teaching/learning process, they indicated that constructive feedback could prove useful. Once again, however, the faculty pointed out that they did not feel that this was likely to happen. As was mentioned in the data, professional feedback is not currently used much. And, the faculty's confidence in the effectiveness of feedback received in the future is somewhat questionable. Among the doubts mentioned were that the academic administrators at the College, for the most part, do not have the qualifications or teaching experience to provide useful feedback.

To complicate matters, some participants questioned the validity of feedback received from the only other current source of feedback, the students. The feeling expressed was that students may be a good source for some feedback, but they lack the knowledge to provide constructive comments about pedagogical issues. The result, then, was that the faculty did not believe that the professional feedback that they receive at Assiniboine Community College, or are likely to receive in the future would help them to improve their teaching.

Summary

This chapter has presented the results of the study. It was found that there were many factors associated with the working conditions at Assiniboine Community College that the faculty identified as affecting their work as instructors. In all cases where factors

were determined to be different than ideal conditions, the conditions at Assiniboine Community College were shown to be worse than the conditions would be at the ideal college.

Four factors were found to significantly affect the professional growth of the faculty at Assiniboine Community College under the existing conditions. They were: opportunities for advancement, policies and procedures, professional feedback, and staff development. Four factors — job complexity, the instructor's schedule, staff development, and the unrelated workload — were shown to be significant to the faculty should they work in ideal conditions.

This chapter also presented a content analysis of the comments received in the data from the survey instrument. Chapter five of this study presents a summary of the entire study, some conclusions are drawn, and some recommendations are made about how to address the findings of this study.

CHAPTER FIVE

Conclusions and Recommendations

This chapter presents a review of the first four chapters of this study. It then presents some conclusions that are based on the study's findings, and discusses some practical recommendations on how concerns that have been raised could be addressed.

A Review of the Study

In the first chapter of this study, a description of the changing role of college instructors was given. It was noted that the role of the community college instructor has changed a great deal in the past few years. In addition to the traditional responsibility for knowledge transmission, instructors are now responsible for facilitating the teaching/learning process by emphasizing, and participating in, academic counselling, mentoring students, and developing students' attitudes and skills. It was also noted that this redefined role was one reason that this study was done.

The other, more significant reason for this study being undertaken was the perceived need for some type of analysis of the professional climate at Assiniboine Community College. The background of the institution was described as being a government bureaucracy, which, for many years, had no will or expressed need to adapt to changing times. The past few years, however, have seen radical changes in the operation of the College. So many changes were made, in fact, that the institution was described as being transformed, not reformed. This institutional metamorphosis was a key contributor to the problem being investigated.

Two key components of the problem being investigated were identified. Firstly, participation by, and input from, the faculty in any decision-making for the change process that occurred was almost non-existent. The administration of Assiniboine Community College only involved the faculty to any major extent once the process was completed. And, feelings expressed by various faculty members indicate that this situation is unlikely to change. The second part of the problem discussed was that the faculty at Assiniboine Community College, for the most part, have a jaundiced view of the administration, and the administration seems not to recognize or appreciate the expertise of the faculty.

It was thought that this study could contribute to the College administration's understanding of the faculty's perceptions of the professional climate at Assiniboine Community College. And, so that the faculty at Assiniboine Community College can participate in the teaching/learning process as effectively as the administration wants, it was also felt that an investigation of how the institutional climate affects their professional growth was warranted.

This study was felt to be important to the faculty, administration, and Assiniboine Community College because it attempts to provide the impetus for reflection by both the faculty and the administration as to how the institutional atmosphere can be improved for the benefit of all involved, particularly the College's students.

The second chapter of this study discussed articles that have been reviewed for this study. The literature reviewed was included in this study because it either provided a basis for comparison to other institutional situations, or contributed to a better

understanding of current issues and trends in higher education as they relate to faculty members. The literature provided a basis for defining the role of an instructor, linked professional growth to job satisfaction and vitality, and identified the intrinsic and extrinsic factors that are felt to be contributors to the professional climate experienced by college instructors.

Chapter 3 presented the theoretical model and methodology used for this study. Factors that were felt to contribute to the instructors' situation were identified and the expanded role of the college instructor was defined. Together, they formed the theoretical model for the study (as presented in figure 1). Further discussion of the theoretical model elaborated on the relationship that each factor being considered had with the expanded role of the instructor. In addition, situations where more than one factor were thought to affect the professional growth of a college instructor were discussed.

Data for this study were obtained by distributing a survey to all of the full-time instructors at Assiniboine Community College who had been in their positions for at least one academic year. The survey instrument was specifically designed for this study, and was developed based on the theoretical model. Of the 81 potential participants, 55 individuals (67.9%) chose to take part in this study. Participants were asked to respond to a series of statements that discussed each factor as it related to the instructor's role at the College, based on (a) their perception of the existing climate at Assiniboine Community College, and (b) the climate that they thought would exist in the ideal situation. In addition to responding to specific questions, participants were asked to include any

comments that would contribute to a better understanding of their existing situation at Assiniboine Community College.

Chapter 4 presented the results of the statistical analyses that were performed on the data collected. To support the statistical findings, a content analysis of the comments included in the data was presented. It was determined that the existing conditions at Assiniboine Community College for the factors included in the three main clusters identified (see chapter 3) are significantly different than those that the faculty felt would exist in ideal circumstances. These results indicate that, according to the faculty at Assiniboine Community College, the existing professional climate at the College has a direct effect on the instructors' ability to perform the various functions expected of them in their regular interaction with the College's students. What this means, then, is that the factors that have an affect on the faculty at Assiniboine Community College are consistent with those discussed in other studies (see chapter 2).

Statistical analysis of the data also identified the factors that have a significant effect on the instructors' professional growth. With one exception, the factors identified as being significant under existing conditions were different than those identified under ideal conditions. Once again, the hypothesis that factors being examined in this study affect the professional growth of the College's faculty, and their ability to adapt to a new role, was found to be valid.

These results are highly significant, because they indicate that factors pertaining to the institutional climate *do* affect the professional growth of the faculty. In addition, the factors that have an effect on the professional growth of the faculty under existing conditions are not the same as would be expected under ideal conditions.

Conclusions

Results of the statistical analyses described in the previous chapter lead to some conclusions. One conclusion that can be made is that the faculty at Assiniboine Community College feel that existing conditions at their workplace are significantly different, usually worse, than conditions they perceive would exist in the ideal situation. Further, the conditions that have been identified to be significantly different directly affect the faculty's ability to facilitate the teaching/learning process in the manner expected by the institution.

The inference that can be made from these results is that the professional climate at Assiniboine Community College has a negative impact on the faculty, which is detrimental to their teaching. It is reasonable to conclude, then, that the institution, through its administration, must consider this situation in a serious manner. While there are no data included in this study to show that the students' learning would definitely be improved, it seems unlikely that a significant improvement in the working conditions of the College's instructors would have anything but a salutory effect on the learning environment. Thus, it would seem useful for the faculty and the administration to work together to understand and address the concerns identified by the faculty as having a deleterious effect on the learning environment at the College.

Another conclusion that can be made is that the faculty seems to have the disapproving attitude of Assiniboine Community College's administration that was described previously (see chapter 1). Based on the data, one can speculate that this poor relationship between the faculty and the administration hinders the ability of the faculty to

participate in the teaching/learning process as fully as expected. Though individual participants had their own reasons for commenting about this phenomenon, with 67.9% of the total population responding, and every academic division represented by at least 50% of its faculty, it can be assumed that this sentiment is systemic. This situation, then, should not be considered lightly. In the interests of improving the professional climate of the College, it would seem to be useful if both the faculty and the administration reflected upon this situation with the intent that a more positive relationship be fostered.

It can also be concluded that the faculty feels a certain level of professional stagnation and isolation. These conditions appear, at least in part, to be precipitated by the overall lack of appreciation for the faculty's expertise that is perceived to be exhibited by the administration (as described in chapter 1). The exclusion of the faculty from most of the decision-making efforts regarding academic policies seems to completely deprive the faculty of any real sense of ownership in the College's governance process.

While involvement in many policy decisions are of minor concern, it is apparent that the faculty feels the need to be included in processes where academic policies and procedures that directly influence their teaching activities are determined. Given that the faculty is considered to be the "front-line" in the College's mission, and as such must be strong proponents of the institution's policies and procedures, it would seem to be appropriate to all concerned if the faculty were actively involved in the investigation and implementation of academic policies and procedures. And, recognizing that a certain element of risk is involved for the administration if it gives up some of its powers, one might suggest that the administration and faculty work together to determine how the

faculty can provide meaningful contributions towards the academic management of Assiniboine Community College without jeopardizing the administration's position.

The final conclusion made here is that several factors directly affect the professional growth of the faculty at Assiniboine Community College. And, the data indicates that the factors that directly affect the professional growth of the faculty do so in a negative manner.

It has been established that the faculty of Assiniboine Community College, like faculties at many other institutions, must experience professional growth in order to remain current in their disciplines and effective in their teaching. And, perhaps more importantly, adapting to changing requirements of their positions, as identified by the institution, requires the faculty to seek professional growth. Yet, one perception gleaned from the data tends to indicate that, while the faculty is willing to (and does) participate in professional growth activities, the expressed opinion of the faculty is that the institution does not recognize the importance of the professional development of its faculty. Perhaps more detrimental to this situation is the faculty's perception that the administration of Assiniboine Community College seems to have a misguided viewpoint of what types of professional development are important to the College's faculty. Finally, the overwhelming opinion of the faculty is that professional development activities are not made accessible enough, either because of financial constraints or because of heavy workloads and scheduling problems.

Given that the professional growth of college instructors is extremely important to the success of the institution, one might suggest that the concerns expressed by the faculty should receive immediate attention from the administration. After all, the professional

futures of both parties depends upon the success that the institution has in fulfilling its mandate — responding to the educational needs of the community that it serves — which is highly dependent on the ability of the faculty to stimulate students' learning. Therefore, it would seem appropriate to suggest that the administration and the faculty work together to try to satisfy the professional growth needs of the faculty.

Recommendations

This section outlines some practical suggestions that provide some ideas about how the concerns identified by the faculty can be addressed. While some can probably be generalized, others are specific to Assiniboine Community College. The multitude of working conditions that the faculty perceived to detract from their ability to teach effectively and enjoy professional growth necessitated some organization of the recommendations presented herein. Thus, they are grouped into clusters based on the two major concerns that have been identified: professional growth and working conditions.

Professional Growth

So that the faculty experiences more professional growth than they currently do, it is felt that both the faculty and administration should consider the following recommendations, which are made in the spirit of making the most effective use of financial and human resources that seem, for the foreseeable future at least, to be limited.

Recommendations for the Administration

- The administration should take immediate steps to recognize and appreciate, in a more meaningful way, the importance of the professional growth of the faculty to the institution and its mission.

Despite the institution recognizing professional development in (a) the College's mission and goal statement, which is important, (Giroux, 1989), (b) including professional development in the strategic planning process of the College, and (c) maintaining an institutional human resource development plan, which is also important (Satterlee, 1988), the clear perception of the faculty is that the institution, through its administration, does not do an adequate job in this regard. As has been noted previously (see chapter 2), the vitality and effectiveness of the faculty determines the success of the institution.

- The institution should establish a joint administration - faculty committee to address professional growth concerns of the faculty.

As mentioned above, the institution needs to take concrete action if it wants to show the faculty that it understands their concerns. The institution used to have a staff development committee. While it was relatively ineffective in many cases, the principle was sound. This would also shift some of the responsibility for professional growth back to the faculty, which would be in their best interests.

- The administration should make more funding available for continued and frequent faculty development opportunities (Davis, 1984).

Since it is recognized that funding is quite limited in these difficult financial times, perhaps funding for professional growth activities could be re-directed from other institutional activities. For this to occur, activities that are not as important to the overall mission of the college as the faculty's professional growth should be identified and discontinued.

- A clear distinction should be made between professional development activities and activities such as meetings or conferences that are primarily administrative in nature.
- Separate budgets for professional growth activities and administrative tasks done by both faculty and administrators should be established. Moreover, funds allocated for professional growth activities should not be used to finance involvement in administrative tasks.

Attendance at meetings, conferences, and other similar events that are required of various positions does not, in many cases, constitute professional growth. So, money allocated for professional growth should not be used.

- The institution should seek additional funding for professional growth for faculty members from outside agencies such as business and industry, the educational community, various governments, and foundations (Davis, 1984; Giroux, 1989).

Depending on the situation, some faculty members may need to return to industry, or undertake special activities in order to remain current in their fields. Many agencies, businesses and industries especially, recognize the need for currency and relevancy — particularly in technological fields — and may make funds available for these purposes.

- Increased attention should be focused on growth activities that are longer in duration than many activities currently supported.

While the actual cost of these activities is presumably more expensive than short-term activities, when other costs like travel, accomodations and such are considered, participating in fewer activities that are longer in duration makes more economic sense than participating in many, short-term activities. The benefits derived from longer

activities also have a more lasting effect on both the individual and the institution than short-term activities.

- Professional development activities that involve the faculty — indeed, all staff — in a meaningful way should be encouraged.

Seminars that do not serve any purpose other than administrative are generally not received well by the participants. In situations where outside consultants are brought in, often at high cost to the institution, the faculty and the administration should work together to ensure that the session will be economically worthwhile and be of interest to the majority involved. In addition, given the diverse talents and educational backgrounds represented by the faculty and administration, it is reasonable to expect that most of these sessions could be conducted without resorting to outside presenters.

- The administration should try to ensure that faculty members are given time away from their instructional and administrative duties to engage in growth activities.

While this may be easier said than done, it has been recognized by other researchers (Gmelch, 1987; Happ & Yoder, 1991; Kelly, 1990) as being extremely important to the vitality and effectiveness of the faculty. Given that one of the faculty's primary concerns was lack of time for growth activities, this should perhaps be seriously considered.

- The institution, and its administration, should recognize and reward those faculty members who are actively involved in growth activities that maintain instructional quality and vitality (Baldwin & Blackburn, 1983; Davis, 1984; Gmelch, 1987; Happ & Yoder, 1991; Kelly, 1990).

Some practical ways in which this could be accomplished are: public acknowledgement of professional growth achievements, negotiating a contract with the faculty's union that rewards academic pursuits, or providing tangible incentives like a teaching award or short sabbatical leaves.

One practical suggestion that pertains particularly to the community colleges in Manitoba, is that faculty members that either earn, or have earned, a baccalaureate degree in education, and a permanent professional teaching certificate should be exempted from the contractual requirement that they study towards a certificate in adult education (CAE). To satisfy the provincial requirement that everyone who taught in Manitoba had to be a certified teacher, the certificate in adult education was initiated by the provincial government in 1971, thus providing a means for the vocational instructors at the province's technical institutes (the community colleges' precursors), to become accredited teachers. According to Stalker (1983),

> "both the nature of their [the faculty's] work and their occupational background precluded many instructors from obtaining the usual teaching certificate . . . . they were required to obtain a 'Special Certificate . . .' ." (p. 1)

This situation led to the development of the CAE program. Now, over twenty years after its inception, the province's certificate in adult education is now articulated into the first year of a baccalaureate degree in education. It seems strange, then, that holders of valid teachers' certificates and baccalaureate degrees in education would need to study for another certificate that can only be substituted for some of the studies that lead to a degree that they have already attained, and was created as a substitute for the certificate that they already possess.

Recommendations for the Faculty

- each individual faculty member should reflect on his or her own situation, and recognize the need to show some initiative, take some risks, and want to be better (Bruhn, 1989).

The faculty seems to recognizes the importance of professional growth to their vitality and ability to teach effectively, but there may be some confusion as to how the faculty goes about ensuring that their professional growth needs are met. Each instructor should recognize that he or she has different personal and professional needs based on personal careers and prior experiences. These needs are linked to, and partially determined by, adult development stages, various phases and critical life events (Kelly, 1991).

- the faculty members at Assiniboine Community College should work individually with their academic supervisors to map out personal and professional growth plans, including how these plans will be implemented within the framework of the institutional mission and goals.

This process would not only serve to educate the administration about what the faculty feels to be important to their professional growth, but it would also educate the faculty about various institutional constraints that may hinder their development. More importantly, through a cooperative effort with their academic chairperson, the needs of the individual faculty member can be identified, and the necessary plan to satisfy those needs can be implemented.

Working Environment

So that the institution's goal of educating its students as effectively as possible is met, the following recommendations outline ways in which the professional climate at Assiniboine Community College could be improved. These recommendations are offered in the spirit of collegiality and professional collaboration that are felt to be important to the success of the institution, the administration, the faculty, and, ultimately, the students.

Recommendations for the Administration and the Faculty

- The administration, and the faculty should work together to establish a professional climate that recognizes and appreciates the knowledge and abilities of all involved.

The success of establishing such a working environment is seen to be vital to the institution, and can be accomplished in at least two ways. Firstly, a more participative management style that recognizes that the faculty wants, and needs, a greater role in the determination of Assiniboine Community College's overall mission should be engendered (Armour, et al., 1987; Johnson, 1989; McKee, 1990; Quick, 1987; Satterlee, 1988). This objective could be accomplished by including the faculty, in a meaningful fashion, in the decision-making processes that directly affect their personal careers, collaborating with the faculty when academic policies and procedures are established, and, structuring a governance system that "not only allows information to flow from the top down, but also from the faculty upward." (Happ & Yoder, 1991, p. 24). Second, a relationship between the faculty and the administration that is both less adversarial and more collegial than currently exists should be fostered. The "them versus us" relationship that seems evident at present stifles attempts by both cohorts to encourage cooperation

and mutual respect. With the current administrative style and structure that exists, it appears that more socio-emotional support from the administration towards the faculty (McKee, 1990: Quick, 1987) would be the logical first step in achieving this goal.

- Ensuring the job satisfaction and vitality of the faculty should be a priority for the institution, since they directly influence the faculty's ability to facilitate the teaching/learning process (Armour, *et al.*, 1987; Baldwin & Blackburn, 1983; Davis, 1984; Gmelch, 1987; Happ & Yoder, 1991; Kelly, 1990; Nelsen, 1983; Seldin, 1987).
- The administration should work with the faculty to determine how to encourage, recognize, and reward instructional innovation and excellence.
- Administrative tasks, paperwork, and meetings that do not directly relate to their instructional duties should be minimized. (Gmelch, 1987; Happ & Yoder, 1991; Kelly, 1990)
- The administration should provide more clerical and logistical support to the faculty.

The reason that faculty members are employed is to ensure that the college's students learn in the best manner possible, and in the best atmosphere possible. Instructors that have too much paperwork, have to attend too many meetings, spend too much time typing, photocopying, *et cetera*, cannot devote enough time to their instructional duties. The effectiveness of the instructor is partly determined by the amount of time available for duties directly pertaining to the teaching and learning.

- The administration should work to reduce the teaching load of the faculty, while ensuring the teaching schedule that they do have is challenging, stimulating and

within the realm of their prior training and experience (Baldwin & Blackburn, 1983; ERIC, 1988; Happ & Yoder, 1991; Hipple, 1989).

While pointing out that some of the best teaching is done in community colleges, Cross (1986) expresses grave concerns about the increasingly heavy teaching schedules that college instructors face with the comment that "worries about fiscal solvency have led to educational insolvency." (p. 10)

Though the financial situation of the institution is a concern that should be shared by everyone involved, it should not be forgotten that lack of time to prepare for instruction, interact with students and other activities germane to the college's mission, detract from the faculty's ability to teach, a situation which deserves equal consideration. Full-time college instructors are presumably employed by the institution to perform the instructional duties necessary for the institution to fulfill its mandate. In order for the faculty to be effective, however, their workload must be kept manageable enough that they can focus all of the required attentions and efforts on helping students learn.

It is probable that a comparison of the teaching workload of Assiniboine Community College instructors — indeed, instructors at all three community colleges in Manitoba — to those in other community colleges in Canada and the United States would show that college instructors in Manitoba have a much heavier teaching load. As pointed out previously (see chapter 4), the faculty expressed the sentiment that this is one factor that directly affects their ability to facilitate the teaching/learning process effectively.

- The administration should work with the faculty to implement mechanisms for providing effective feedback to the faculty that are satisfactory to the faculty.

It has been shown that effective feedback improves instruction, (Collins, 1986; Kelly, 1990). But, the objective of feedback to the faculty should be focused more on professional growth and instructional improvement and less on evaluation for annual performance review purposes. Further, mechanisms that the faculty feels inadequate or threatening will serve no meaningful purpose in respect to improved job performance.

- The institution should work to ensure that the faculty feels that opportunities for advancement within the organization exist.

Knowing that opportunities to advance within the organization is important to the vitality of the faculty members, as determined previously (see chapter 4). This is consistent with findings from other studies (Baldwin & Blackburn, 1983; Gmelch, 1987; Happ & Yoder, 1991; Satterlee, 1988). Given the existing perceptions of the faculty, and the hiring pattern evident, perhaps the institution would find it beneficial to review their hiring practices.

- The faculty and the administration should work together to foster a learning atmosphere that primarily reflects the institution's commitment to a quality education that reflects the long-term needs of the community.

As Benjamin (1989, p. 11) points out in a discussion about full-time teaching and learning,

> " . . . emphasize the quality of education in the long run, not what we on campus can do for the business community, politicians, or students in the short run."

This sentiment is echoed by Herr and Johnson (1992), who advise educational institutions to "stay close to the customer" (p. 24) and "stick to knitting." (p. 26). In other words, concentrate on the needs of the community, but be economically sensible, offer programs

in which the institution can excel, and avoid initiating programs that are "short-term, band-wagon" programs that might address temporary needs.

- The learning atmosphere should place increased emphasis on the success of the students, while making the students more responsible for their own learning (McDaniel, 1994; Weingartner, 1994).
- Finally, the administration should collaborate with the faculty to determine academic standards that reflect the institution's commitment to excellence (Piland & Villanueva, 1990).

While the institution is working diligently to make the learning atmosphere student-centred, it should also recognize the need to have high standards. After all, the success of the institution is partly measured by the graduates it produces. If standards become too low, the graduates will be unable to be competitive in the job market. At the same time, students need to realize that the world of work places a great burden of responsibility on them. They should get that exposure in college, and not find out "the hard way" when they enter the workforce.

In summary, the survival of the institution, and the professional livelihoods of its employees, depends upon how effectively it educates its students. Since it is generally recognized that the faculty is the institution's most important determinant of the students' learning, these suggestions for improving the working conditions experienced by the faculty in their daily instructional duties should not be considered lightly.

Summary

This study has presented the perceptions of the faculty of Assiniboine Community College about how various institutional factors influence their professional growth and ability to perform the duties necessary to facilitate the teaching/learning process in the manner expected by the college. It is anticipated that this paper will provide both administrators and faculty alike with a better understanding of the institutional climate, and the impetus to work towards resolving the differences that have been identified.

While many factors were considered, and a great deal of literature was researched, this paper does not purport to be a completely authoritative analysis. Further, this study presents only the perspectives of the faculty at Assiniboine Community College. For these reasons, it is hoped that this paper will serve as the starting point for the improvement of the professional climate at Assiniboine Community College.

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Appendix A

Assiniboine
COMMUNITY COLLEGE

MEMO TO: David Perkins, Instructor

FROM: Gerald Bashforth, Vice-President, Academic

DATE: January 19, 1995

SUBJECT: **Master of Education Research Project**

David, I am really pleased that you are pursuing your Masters. We appreciate the initiative you have taken. This Masters will benefit you as an instructor at Assiniboine Community College, and it does open up career opportunities for you. Our college also benefits by having highly trained, multi-skilled staff. Increasing the number of faculty with master level credentials surely assists us in our pursuit of greater university articulation.

Following our discussion January 17, 1995, I would like to re-affirm several points:

1. I support your research project concerning education administration, and the factors that the supervisory system has on the performance of the Faculty.

2. The "supervisory system" should be taken in the broadest context, not just the Chairperson, but the management system that instructors work under; e.g. Collective Agreement, classroom sizes, schedules, equipment available, as well as the management staff and processes.

3. "Performance of Faculty" will be fairly hard to identify and measure, and must include student outcomes in some way; e.g. graduation, attrition, employment and employer satisfaction.

4. Your paper is written with a slant towards a "teaching" philosophy. I would like to see you slant your research and writing towards a "student learning" environment. I know you and several others do a considerable amount of course delivery in your computer classes which is "student learning" focused, and I would like to see that extended to others in the College. You could assist this in how you write your surveys and your project report.

5. We will assist you in this project by providing reasonable use of the computers, printers, photocopier and mail service for your surveys.

.../2

6. Patricia will support your request for tuition refund - as you have discussed.

Dave, I am always available for guidance, and to critique if required. This project may be a basis for a presentation at a future education conference.

Good luck with your masters!

Gerald Bashforth

GB:dmr

c: P. Bratko
B. Cooke
E. Corder (File)

Appendix B

Survey: Factors that Affect the Performance of Instructors

Background

In early October of the 1994-95 school year, I approached Gerald Bashforth, Vice-President, Academic at Assiniboine Community College about a research study that I wanted to do as part of my studies for my Master of Education degree. The project would attempt to identify factors that have an impact on the performance of instructors. Once identified, the instructional faculty at Assiniboine Community College would be surveyed to determine which (if any) of the factors identified could be statistically proven to have an effect on the performance of instructors.

Once the raw data from this survey has been collected, it will be analysed to determine which factors are statistically proven to affect the performance of instructors. A report of this study will be compiled which will include a discussion of the data, and recommendations on how to minimize the negative impact of any factors identified as well as increase the impact of factors that improve performance. The final phase of this project will be the presentation of the completed report to the management of the College.

Guarantee of Confidentiality

This study asks the instructional staff of Assiniboine Community College some sensitive questions about the overall academic climate of the College. Because of the nature of the study, honest responses are critical. All data collected is guaranteed to be kept strictly confidential and used exclusively for this study. No one other than me will see the completed surveys. In addition, the identity of the individual instructor completing this survey will not be known to me or anyone else.

Sample Size

Collection of data for this study has been limited to all full-time instructors -- with instructional duties -- who have been employed by Assiniboine Community College for at least one academic year. This stipulation limits the sample size to approximately 80 individuals.

Completion Deadline

This survey is to be completed and returned no later than ***Thursday, June 15, 1995***. Completed surveys can be either put in my mail box in the staff lounge at the main campus, or returned via inter-office mail. Off-campus instructors can mail completed surveys to me care of the Office Administration Division, Assiniboine Community College, 1430 Victoria Avenue East, Brandon, Mb. R7A 2A9. Thank you for participating! Your interest in improving the academic climate at Assiniboine Community College and your assistance with this project are appreciated.

Dave Perkins, B Sc., B Ed.
Instructor, Office Administration Division
June 5, 1995

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Instructions for Completion

Performance of Instructors: Operational Definition

For this study, performance of instructors has been defined as the following:

Those actions, activities, and duties that are associated with any or all of those areas critical to student success. Such as:

Academic Guidance	Providing necessary academic counselling to students.
Attitude Development	Helping students develop mature, responsible attitudes that will assist them in attaining and keeping meaningful employment at the end of their studies.
Knowledge Transmission	Conveyance of subject matter to students.
Mentoring	Acting as a role model for students.
Skills Development	Helping students obtain the skills that they need for gainful employment in the career of their choice.

Completion Instructions

Each question or point on this study is followed by two scales.

Ideal This is the first scale for each item on the survey. It is to determine whether or not each factor is important to the performance of instructors in the ideal situation. In other words, based on the statement included for each point, you would record your response for the situation as you feel it ***should*** be.

Existing This is the second scale for each item on the survey. It is to determine whether or not each factor is important (and pertinent) to your performance at Assiniboine Community College. So, you are recording your responses to each item for the situation as it ***is actually happening*** at the College for you. Please note that survey items that refer to the instructor as an individual are referring to each instructor personally, and should be answered as such.

Please mark each question by filling the appropriate circle. If you do not have an opinion about a given item, or it doesn't apply to you, fill in the circle with the "0".

Finally, please note that the section dealing with ***personal factors*** is for statistical purposes only. Remember, strict confidentiality of your responses to the study is guaranteed.

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Factors that Affect Performance of Instructors - Primary Factors

Indicate your response to each point in this section by filling in the appropriate number from each scale. Use the following scale to guide your responses: 1 - Strongly Disagree, 2 - Disagree, 3 Neutral, 4 - Agree, 5 - Strongly Agree.

Professional Preparation	*Ideal*	*Existing*	*For Office Use*
Attitude An instructor's attitudes are critical to the success of instruction	①②③④⑤ ⑩	①②③④⑤ ⑩	[ ][ ]
Knowledge The instructor must possess appropriate knowledge -- through formal training or experiential learning -- for the courses being taught	①②③④⑤ ⑩	①②③④⑤ ⑩	[ ][ ]
Recognition of Professional Upgrading The instructor needs to know that continual upgrading is important, and recognized by the institution	①②③④⑤ ⑩	①②③④⑤ ⑩	[ ][ ]

Please use this space (or the back of this page) to comment about Assiniboine's professional preparation situation

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Logistical Support

Availability of Instructional Materials Access to materials is crucial to the success of instruction	①②③④⑤ ⑩	①②③④⑤ ⑩	[ ][ ]
Adequacy of Equipment Quality instruction depends on the availability of satisfactory equipment and resources	①②③④⑤ ⑩	①②③④⑤ ⑩	[ ][ ]
Facilities Physical facilities, such as classrooms and laboratories must be adequate	①②③④⑤ ⑩	①②③④⑤ ⑩	[ ][ ]

Please use this space (or the back of this page) to comment about Assiniboine's logistical support situation

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Factors that Affect Performance of Instructors - Primary Factors (cont'd)

Indicate your response to each point in this section by filling in the appropriate number from each scale. Use the following scale to guide your responses: 1 - Strongly Disagree, 2 - Disagree, 3 Neutral, 4 - Agree, 5 - Strongly Agree.

Working Environment	**Ideal**	**Existing**	*For Office Use*
Class Sizes: Class sizes have a direct impact on instructional effectiveness.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Feedback: Evaluative feedback from academic supervisors, as well as students, can be used as a valuable way to improve instruction.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Job Autonomy (Independence & Discretion): Instructors should have the freedom to perform their jobs the way they feel is the most effective.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Job Complexity: Many skills and abilities are required to teach in the college setting.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Morale: High morale is sought, because it directly affects instruction.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Opportunities for Advancement: Knowing that opportunities for advancement exist is important.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Policies and Procedures: Having clear academic policies and procedures plays a role in effective instruction. Input into these policies is also important.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Recognition and Reward: Excellence in instruction is truly appreciated and rewarded.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Satisfaction with College Operation: The degree of satisfaction with the overall operation of the college has a direct effect on the quality of instruction.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Satisfaction with Management: The degree of satisfaction with the college management, particularly the college and divisional academic leadership plays a role in instruction.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Schedule: Adequate time for marking, class preparation and course development is critical to the success of the instructional efforts.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐

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Factors that Affect Performance of Instructors - Primary Factors (cont'd)

Indicate your response to each point in this section by filling in the appropriate number from each scale. Use the following scale to guide your responses: 1 - Strongly Disagree, 2 - Disagree, 3 Neutral, 4 - Agree, 5 - Strongly Agree.

Working Environment (cont'd)		**Ideal**	**Existing**	*For Office Use*
Staff Development Opportunities	Having the opportunity to upgrade skills and knowledge is extremely important for college instructors.	①②③④⑤ ⓞ	①②③④⑤ ⓞ	[ ][ ]
Unrelated Workload	Too much work that is not directly related to instruction detracts from the instructor's performance of teaching duties.	①②③④⑤ ⓞ	①②③④⑤ ⓞ	[ ][ ]
Working Relationships	Positive working relationships with colleagues and administration are important	①②③④⑤ ⓞ	①②③④⑤ ⓞ	[ ][ ]

Please use this space (or the back of this page) to comment about Assiniboine's working environment

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Personal Factors

Please indicate the applicable response for each of the following items.

Age under 25 ___ 25 - 34 ___ 35 - 44 ___ 45 - 54 ___ 55 or over ___ [ ][ ]

Health Excellent ___ Good ___ Fair ___ Poor ___ [ ][ ]

Gender M ___ F ___ [ ][ ]

Division Agriculture / Rural Enterprise ___ Business ___ Health & Human Services ___ Office Administration ___ Technology ___ Trades ___ [ ][ ]

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Student Issues

Indicate your response to each point in this section by filling in the appropriate number from each scale. Use the following scale to guide your responses: 1 - Strongly Disagree, 2 - Disagree, 3 Neutral, 4 - Agree, 5 - Strongly Agree.

	Ideal	Existing	*For Office Use*
Attendance. Student attendance plays a significant role in instructional success.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Demographics. The demographics of the class (ages, gender mix, *et cetera*) affect instruction.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Expectations. Changing and different student expectations have an impact on instruction.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Work Ethic. Students are prepared to work hard to achieve their goals.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐

External Forces

Community Support. Support through partnerships, advisory committees and such have a direct impact on instructional effectiveness.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Funding Levels. Adequate funding from all sources is important to instructional success.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐
Government Initiatives. The actions and initiatives of the various levels of government play an important role in instruction.	①②③④⑤ ⓪	①②③④⑤ ⓪	☐☐

Please feel free to add any comments that you feel would be pertinent to this study.

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Thank you very much for your participation!!